

# Agenda

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## SUTTER COUNTY BOARD OF EDUCATION

### Regular Meeting

Wednesday, September 8, 2021 - 5:30 p.m.

Sutter County Superintendent of Schools Office

970 Klamath Lane – Board Room

Yuba City, CA 95993

*Participation in the Public Hearing and Board Meeting Available  
Via Teleconference*

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

### *Public Hearings*

- *Sufficiency of Textbooks and/or Instructional Materials*

A full Board packet is available for review at the Sutter County Superintendent of Schools Office Reception Desk, 970 Klamath Lane, Yuba City, CA (8:00 a.m. – 5:00 p.m., Monday through Friday – excluding legal holidays) and the Sutter County Superintendent of Schools' website at [www.sutter.k12.ca.us](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:

Ron Turner, President

June McJunkin, Vice President

Victoria Lachance, Member

Jim Richmond, Member

Harjit Singh, Member

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

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

*not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*

- 5.0 Approve the following Minutes of the Sutter County Board of Education **[Action Item]**

The minutes of the August 11, 2021, regular meeting of the Sutter County Board of Education are presented for approval.

- 6.0 Public Hearing on Sufficiency of Textbooks and/or Instructional Materials – Brian Gault

Education Code Section 60119 requires a public hearing to encourage participation by parents/guardians, teachers, members of the community and bargaining unit leaders who are interested in addressing the Board regarding sufficiency of textbooks or instructional materials for county-operated programs.

- 7.0 Adopt Resolution No. 21-22-II – Sufficiency of Instructional Materials – Brian Gault - **[Action Item]**

Resolution No. 21-22-II-I states the sufficiency of textbooks and/or instructional materials for students in county-operated programs are being presented for adoption.

- 8.0 Revisions to the SCSOS 2021-2024 Local Control and Accountability Plan - Brian Gault

The 2021-2024 Local Control and Accountability Plan (LCAP) presented for Board approval on June 23, 2021 was submitted to CDE for review. CDE provided feedback and recommendations for non-material revisions.

- 9.0 Business Services Report

9.1 Monthly Financial Report – August 2021– Nic Hoogeveen

9.2 Investment Report – July 2021 - Ron Sherrod

9.3 Surplus Report – Ron Sherrod

9.5 Facilities Update – Ron Sherrod

10.0 Items from the Superintendent/Board

11.0 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 August 11, 2021 Regular Board Meeting

BOARD MEETING DATE: September 8, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☒ Action

Maggie Nicoletti

☐ Reports/Presentation

SUBMITTED BY:

☐ Information

Tom Reusser

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The minutes of the regular meetings of the Sutter County Board of Education held August 11, 2021, are presented for approval.

**Unapproved**  
**SUTTER COUNTY BOARD OF EDUCATION MINUTES**  
**Regular Meeting**  
**August 11, 2021**

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President Turner at 5:30 p.m., August 11, 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 Trustee 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: Nic Hoogeveen, Brian Gault, James Peters, and Maggie Nicoletti.  
Tom introduced Danny Menendez, Chris Osborne, Moises Lizama and Mona Brokenbrough.

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

None

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

A motion was made to approve the minutes of the following Regular Meetings of the Sutter County Board of Education.

5.1 The minutes of the June 16, 2021, regular meeting of the Sutter County Board of Education are presented for approval.

Motion made to approve the minutes of the June 16, 2021, regular meeting of the Sutter County Board of Education. The minutes will be corrected to reflect that Recology donated “compost” to Shady Creek.

*Motion* Jim Richmond *Seconded:* Victoria Lachance

*Action:* Motion Carried

*Ayes:* 5 (McJunkin, Turner, Singh, Lachance and Richmond)

*Noes:* 0

*Absent:* 0

*Abstain:* 0

5.2 The minutes of the June 23, 2021, regular meeting of the Sutter County Board of Education are presented for approval.

Motion made to approve the minutes of the June 23, 2021, regular meeting of the Sutter County Board of Education. Note that the agenda stated this was a special meeting; however, it was a regular meeting.

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

5.3 The minutes of the July 14, 2021, regular meeting of the Sutter County Board of Education are presented for approval.

Motion made to approve the minutes of the July 14, 2021, regular meeting of the Sutter County Board of Education.

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

6.0 Adopt Resolution No. 21-22-I to Establish a Payroll Clearing Fund at the Auditor-Treasurer

Nic Hoogeveen stated the Payroll Clearing Fund is for the purpose of segregating Sutter County payroll net pay, contributions and deductions from the districts. This will be our pass through payroll account.

A motion was made to adopt Resolution No. 21-22-I to Establish a Payroll Clearing Fund at the Auditor-Treasurer.

*Roll call vote:* Singh, aye; Lachance, aye; Richmond, aye; McJunkin, aye; and Turner, aye.

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

7.0 2021-22 Consolidated Application – Spring Release

Nic Hoogeveen stated the Consolidated Application is used by CDE to distribute categorical, federal funds; there is a winter and spring release. COVID has pushed the release date back. Certification of Assurances was included in the Board packet and it is incorrect (page 8) – top right corner has a 2020 date and Nic has updated this to reflect the current date for certification. Approval of the Consolidated Application comes to the Board on a yearly basis.

A motion was made to approve the 2021-22 Consolidated Application - Spring Release

*Motion:* Jim Richmond

*Seconded:* June McJunkin

*Action:* Motion Carried

*Ayes:* 5 (McJunkin, Turner, Singh, Lachance and Richmond)

*Noes:* 0

*Absent:* 0

*Abstain:* 0

8.0 Quarterly Report on Williams/Uniforms Complaints (April 1, 2021 – June 30, 2021)

Brian Gault shared the Quarterly Report on Williams Uniform Complaints for April 1, 2021 to June 30, 2021, 4th quarter of school year 2020-2021, pursuant to Education Code §35186. No reports were received within Sutter County during the last quarter.

9.0 Business Services Report

9.1 Nic Hoogeveen reviewed the July 2021 Summary Report of Revenues, Expenditures and Changes in Fund Balance monthly Financial Report with the Board for the period of July 1 – July 15, 2021

9.2 Nic Hoogeveen reviewed the June 2021 Investment Statement with the Board. He stated that the interest rate is 1.03%. Nic indicated that information is a little delayed, this statement covers the period through May 31, 2021.

9.3 James Peters reported Facilities Update. He stated that Student Support and Outreach is now using the MAA portable out back for the counselors. We are trying to retrofit asphalt at Shady Creek and just finished the parking section in front of Rector Ridge.

10.0 Learning Communities for School Success Program (LCSSP) Grant Presentation of Results

Brian Gault reviewed the grant written in 2020. When Virginia Burns became Program Coordinator of Student Support and Outreach (SSO), there were no counselors. SSO received the grant in October of 2020 and by January 2021, we were fully staffed with five counselors. During that time, 254 students were served (1 on 1). Schools have indicated they want more counseling time. All feedback from the districts has been positive. We will have a full year of counseling services this year. Brian thanked Virginia for all of her hard work in getting this program going. This is a three year grant.

11.0 Appointment of Supervisors of Attendance

Brian Gault stated this item is brought to the Board on an annual basis.

Motion made to reappoint Virginia Burns as the Supervisor of Attendance for Sutter County Superintendent of Schools and Jennifer Cates be certified as the Supervisor of Attendance for Yuba City Unified School District.

*Motion:* Jim Richmond                      *Seconded:* Victoria Lachance

*Action:* Motion Carried

*Ayes:* 5 (McJunkin, Turner, Singh, Lachance and Richmond)

*Noes:* 0

*Absent:* 0                                      *Abstain:* 0

12.0 Superintendent Policy/Board Policy and Administrative Regulation 6158

Superintendent Reusser stated AB 130 required we update our policies related to Independent Study; he sought legal opinion and this is the first time we have a dual policy. Brian Gault states policies usually come to the Board for two readings; under the circumstances we are hoping the Board will approve in one reading. AB 130 refers to Independent Study for 2021-2022 only. This is directly related to COVID. All parents need to be notified that Independent Study is an option for all students. They have to be transitioned back to classroom study within five days if the student no longer wants Independent Study. We have to update a master Agreement every time a student wants to go on Independent Study. Students need to make satisfactory progress to stay on Independent Study. Brian reviewed the new additions to the policy and AR. Districts have to offer Independent Study and if they don't want to provide it, they can enter into an interdistrict agreement or enter into an MOU with SCSOS for SCSOS to provide the Independent Study through Feather River Academy. We currently have MOUs with three schools and are expecting one more.

A motion was made to approve the revision to Superintendent Policy/Board Policy and Administrative Regulation 6158 with one reading.

*Motion:* June McJunkin                      *Seconded:* Jim Richmond

*Action:* Motion Carried

*Ayes:* 5 (McJunkin, Turner, Singh, Lachance and Richmond)

*Noes:* 0

*Absent:* 0                                      *Abstain:* 0

13.0 Approval of Graduation Requirements for 2021-2022

Superintendent Reusser reviewed the information included in the Board Packet. The credit total requirement (200) has not changed; the elective credits have been reduced from 80 to 50. We are focusing on competency based program.

A motion was made for Approval of Graduation Requirements for 2021-2022.

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

14.0 Long Range Facilities Master Plan

James Peters stated adjustments were made to the plan. After approval, it needs to go out to the public for 45 days. It will be sent to the City of Yuba City; they may not agree with our plans because our plan may interfere with their plans. Once this document is approved, it will be updated regularly and will continue to be a living document. James is requesting conditional approval. June asked why all facilities are not included and there is a missing section; James said they can be added back in very easily. James asked if the Board thought they needed another study session. This document will be marked as preliminary prior to going out to public entities. The nature of the document means it will be on an ever-changing basis.

Question from public: What will the long range master facilities plan do? James stated we will take all information about current facilities; supply adequate facilities and it is an overall view of all facilities and SCSOS will follow the plan and continually update the plan. The plan will be sent to the City of Yuba City and to Sutter County.

A motion was made to preliminary approve the Long Range Facilities Master Plan.

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

15.0 Items from the Superintendent/Board

Superintendent Reusser reported on the following:

Two schools began their first day of school today; biggest district starts tomorrow. A lot of trainings and professional development have been going on throughout SCSOS. Countywide In-Service was held on August 9<sup>th</sup>. This event was planned by the Directors; they did a great job and we received a lot of positive feedback. It was a circus theme and Tom was the Ring Master. It was nice to see people get together after 18 months. The SCSOS Culinary truck provided lunch.

On August 5<sup>th</sup>, the Accrediting Commission of Career Schools and Colleges (ACCSC), approved/certified our new training center. This will provide lots of opportunity for students in our community.

October 9<sup>th</sup> is Family Day dedication at Shady Creek.

The Shady Creek Foundation has a Board Meeting next Tuesday, August 17<sup>th</sup>, and they would love to have a representative from our Board attend the meeting.

October 15<sup>th</sup> is the Lip Synch Battle for Shady Creek and will be held at the Hard Rock Casino. Tom has reached out to assemble a team to represent SCSOS at the event.

June McJunkin stated there was an article in the Appeal Democrat that AeroSTEM was adding classrooms and they will be located at the Yuba Sutter Fairgrounds.

Superintendent Reusser stated that we have four new superintendents in Sutter County.

We held a New Superintendents' Boot Camp on August 4<sup>th</sup> and all department heads presented information about each of their departments. It was very well received by the new superintendents.

16.0 Adjournment

A motion was made to adjourn the meeting at 6:37 p.m.

*Motion:* June McJunkin                      *Seconded:* Jim Richmond

*Action:* Motion Carried

*Ayes:* 5 (McJunkin, Singh, Lachance, Richmond and Turner)

*Noes:* 0

*Absent:* 0

*Abstain:* 0

BOARD AGENDA ITEM: Public Hearing on Sufficiency of Textbooks or Instructional Materials or Both

BOARD MEETING DATE: September 8, 2021

AGENDA ITEM SUBMITTED FOR:

☐ Action

☐ Reports/Presentation

☐ Information

☒ Public Hearing

☐ Other (specify)

PREPARED BY:

Brian Gault

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

Education Code Section 60119 requires the governing board to hold a public hearing to encourage participation by parents, teachers, and members of the community interested in the affairs for the County Office of Education, and bargaining unit leaders, to make a determination as to whether each pupil has sufficient textbooks or instructional materials or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education:

- Mathematics
- Science
- History-Social Science
- English-language Arts, including English Language Development

The public hearing must be held before the eighth week of school (between the first day that the students attended school and the eighth week from that day)

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## **NOTICE OF PUBLIC HEARINGS**

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

Date: Wednesday, September 8, 2021

Time: 5:30 p.m.

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

### ***PUBLIC HEARING: Sufficiency of Instructional Material***

Education Code Section 60119 requires the governing board to hold a public hearing to encourage participation by parents, teachers, and members of the community interested in the affairs of the County Office of Education, and bargaining unit leaders, and shall make a determination through a resolution, as to whether each pupil has sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education:

- (i) Mathematics
- (ii) Science
- (iii) History – Social Science
- (iv) English/Language Arts, including  
English Language Development

### ***Participation in the Public Hearing and Board Meeting Available Via Teleconference***

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

FOR ADDITIONAL INFORMATION CONTACT:  
Sutter County Superintendent of Schools  
(530)822-2947

Posted on: August 27, 2021

BOARD AGENDA ITEM: Adopt Resolution for Sufficiency of Instructional Materials in Science, History/Social Science, Mathematics, and English/Language Arts

BOARD MEETING DATE: September 8, 2021

AGENDA ITEM SUBMITTED FOR:

☒ Action

☐ Reports/Presentation

☐ Information

☐ Public Hearing

☐ Other (specify)

PREPARED BY:

Brian Gault

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

After the public hearing on the sufficiency of textbooks and/or instructional materials, the board will be asked to adopt a resolution to make a determination as to whether each pupil has sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

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

**RESOLUTION NUMBER 21-22-II**

**SUFFICIENCY OF INSTRUCTIONAL MATERIALS  
2021-22**

**Whereas**, the governing board of Sutter County Superintendent of Schools, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on September 8, 2021, at 5:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

**Whereas**, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the county that stated the time, place, and purpose of the hearing, and;

**Whereas**, the governing board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

**Whereas**, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

**Whereas**, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

**Whereas**, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Sutter County Superintendent of Schools, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

**Whereas**, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

**FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS SCIENCE,  
HISTORY-SOCIAL SCIENCE, MATH, ELA AND READING FOR SPECIAL  
EDUCATION**

**Special Education**

Science: K–Grade 5 uses *Pearson Scott Foresman California*.

Grade K-8 uses Unique Learning System Online Curriculum. Grade 6 uses *Holt, Rinehart and Winston, California Earth Science*. Grade 7 uses *Holt, Rinehart and Winston California Life Science*. Grade 8 uses *Holt, Rinehart and Winston California Physical Science*.

Science: Grades 9 – 12 uses *McDougal Littell, Biology 2008*.

Science: Grades 9 – 12 uses Earth Science, *Holt, Reinhart & Winston*.

Science: Grades 9 – 12 uses Physical Science with Earth Science, *Glencoe-McGraw Hill*.

Science: Grades 9 – 12 uses Unique Learning System, Online Curriculum

History/Social Studies: Grade 12 uses *Holt, Rinehart, and Winston, 2003, Economics* and *Prentice Hall, 2006, American Government*.

History/Social Studies: Grade 11 uses *McDougal Littell, 2003, The Americans*.

History/Social Studies: Grade 10 uses *McDougal Littell, 2006, Modern World History*.

History/Social Studies: Grade 7-12 uses Unique Learning Systems, Online Curriculum

History/Social Studies: Grade 8 uses *Teachers' Curriculum Institute, 2005, History Alive!, The United States Through Industrialism*.

History/Social Studies: Grade 7 uses *Teachers' Curriculum Institute, 2005, History Alive!, The Medieval World and Beyond*.

History/Social Studies: Grade K-6 uses Unique Learning System, Online Curriculum

History/Social Studies: Grade 6 uses *Teachers' Curriculum Institute, 2004, History Alive!, The Ancient World*.

History/Social Studies: Grade 5 uses *Scott Foresman, 2006, Our Nation*.

History/Social Studies: Grade 4 uses *Scott Foresman, 2006, Our California*.

History/Social Studies: Grade 3 uses *Scott Foresman, 2006, Our Communities*.

History/Social Studies: Grade 2 uses *Scott Foresman, 2006, Then and Now*.

History/Social Studies: Grade 1 uses *Scott Foresman*, 2006, Time and Place.

History/Social Studies: Grade K uses *Scott Foresman*, 2006, Learn and Work.

Mathematics curriculum for Grade K-6 Unique Learning System, Online Curriculum

Mathematics curriculum for K-5 enVision Math, *Scott Foresman-Addison Wesley*, 2009.

Mathematics curriculum for Grade 6 Course 1: Numbers to Algebra, *Holt, Rinehart, and Winston*, 2008.

Mathematics curriculum for Grade 6-8 Unique Learning System, Online Curriculum

Mathematics curriculum for Grade 7 Course 2: Pre- Algebra I, *Holt, Rinehart, and Winston*, 2008.

Mathematics curriculum for Grade 8 Course 1: Algebra 1, *Holt, Rinehart, and Winston*, 2008.

Mathematics curriculum for Grades 9 – 12 California Pre-Algebra, *Pearson-Prentice Hall*.

Mathematics curriculum for Grades 9 – 12 Algebra 1 – Classics, *Smith Charles, Pearson-Prentice Hall*.

Mathematics curriculum for Grades 9 – 12 California Geometry, *Pearson-Prentice Hall*.

Mathematics curriculum for Grades 9 – 12 Beginning Algebra with Applications, *Houghton Mifflin*.

Mathematics curriculum for Grades 9-12 Unique Learning System, Online Curriculum

English Language Arts curriculum for Grades K-12 Unique Learning System, Online Curriculum,

English Language Arts curriculum for Grades K-6 Piloting, Wonder Works, *McGraw Hill Education*.

English Language Arts curriculum for Grades 7-12 High Point, Intervention

**FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS SCIENCE,  
HISTORY-SOCIAL SCIENCE, MATH AND READING FOR  
FEATHER RIVER ACADEMY**

**Feather River Academy**

Science: Grade 6-12 uses Edgenuity Courseware

History Social Science: Grade 6-12 uses Edgenuity Courseware

Mathematics: Grade 6-12 uses Edgenuity Courseware

English/Language Arts: Grade 6-12 uses Edgenuity Courseware

Intervention: Grade 6-12 uses Edgenuity MyPath

Character Development: Grade 6-12 uses Why Try

**Feather River Academy is in a paid Pilot for K-5 Curriculum for use with AB 130 referred Independent Study students**

Science: Grades K-5 Acellus CybrSchool

History Social Science: Grades K-5 Acellus CybrSchool

Mathematics: Grades K-5 Acellus CybrSchool

English/Language Arts: Grades K-5 Acellus CybrSchool

**FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS SCIENCE,  
HISTORY-SOCIAL SCIENCE, MATH AND READING FOR  
PATHWAYS CHARTER ACADEMY**

**Pathways Charter Academy**

Science: Grade 6-12 uses Edgenuity Courseware

History Social Science: Grade 6-12 uses Edgenuity Courseware

Mathematics: Grade 6-12 uses Edgenuity Courseware

English/Language Arts: Grade 6-12 uses Edgenuity Courseware

Intervention: Grade 6-12 uses Edgenuity MyPath

**Pathways Charter Academy is in a paid Pilot for K-5 Curriculum**

Science: Grades K-5 Acellus CybrSchool

History Social Science: Grades K-5 Acellus CybrSchool

Mathematics: Grades K-5 Acellus CybrSchool

English/Language Arts: Grades K-5 Acellus CybrSchool

**Therefore**, it is resolved that for the 2021-22 school year, the Sutter County Superintendent of Schools Office has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

**PASSED AND ADOPTED** at a regular meeting of the Sutter County Board of Education on the 8<sup>th</sup> day of September 2021, by the following vote:

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

Ayes:

Noes:

Absent:

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Ron Turner, President  
Sutter County Board of Education

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Tom Reusser, Ex-officio  
Sutter County Board of Education

Agenda Item No. 8.0

BOARD AGENDA ITEM: Revisions to the SCSOS 2021-2024 Local Control and Accountability Plan

BOARD MEETING DATE: September 8, 2021

AGENDA ITEM SUBMITTED FOR:

☐ Action

☐ Reports/Presentation

☒ Information

☐ Public Hearing

☐ Other (specify)

PREPARED BY:

Brian Gault, Kristi Johnson

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

The 2021-2024 Local Control and Accountability Plan (LCAP) presented for Board approval on June 23, 2021 was submitted to CDE for review. CDE provided feedback and recommendations for non-material revisions. The revised 2021-2024 LCAP is being presented as an information item.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter County Superintendent of Schools	Tom Reusser Superintendent	<a href="mailto:TomR@sutter.k12.ca.us">TomR@sutter.k12.ca.us</a> 530-822-2931

## Plan Summary 2021-2024

### General Information

A description of the LEA, its schools, and its students.

Feather River Academy (FRA), fully Accredited by the Schools Commission of the Western Association of Schools and Colleges, is a County Community School established by the Sutter County Superintendent of Schools to provide specialized education services for students who require an alternative education program. Feather River Academy is housed on a campus next door to the Sutter County Superintendent of Schools Office. FRA is an innovative alternative education program offering individualized educational options in a safe, challenging, and need-fulfilling environment. Students are encouraged to acknowledge responsibility in both the local and global community. Students prepare for a successful quality life according to their individual needs. Students in grades 7 – 12 who are at risk of being expelled, have been expelled, are referred by courts, probation or parents who have requested a voluntary transfer are served by Feather River Academy. FRA offers short-term Independent Study for students who demonstrate a high degree of independence and prefer a self-guided program under the guidance of a credentialed teacher. Independent study is an alternative to classroom instruction for at-risk youth and is consistent with the county office's course of study and not an alternative curriculum. Feather River Academy strives to provide individual students with a choice of ways to acquire the values, skills and knowledge for success in the school setting. Upon enrollment at FRA, students and families engage in a robust planning and goal setting process that culminates in the establishment of an Individualized Learning and Success Plan. Progress on this plan is monitored closely by teachers, counselors and the students themselves. All programs work closely with students and parents to provide a focused instructional program with a goal of students returning back to their home school within 2 semesters or graduating from FRA. The enrollment at FRA fluctuates during the school year between 30 and 75 students, with 2021 enrollment at about 33 students. According to the Fall 2020 Dashboard 89% of students are socioeconomically disadvantaged, 0% are Foster Youth and 4% are English learners. On average there are 1-2 English learners who may or may not be enrolled at the time of testing, which makes tracking data specific to English language proficiency challenging, while meeting student privacy requirements. Data collected is not always truly reflective or informative due to the small sample size of participants, especially in subgroups. Additionally, students who enroll in FRA are typically not prepared for the rigor of AP courses however, if needed AP course work can be accessed for students who demonstrate need but it is not a standard part of the program. FRA doesn't expel pupils so there are no actions or services to address pupil expulsion rate. Over the past several years, enrollment declined significantly and students that were referred, require a much higher level of support. To provide this support and to meet the increasing needs of our students, FRA added an additional .5 FTE (2.5 FTE increased to 3 FTE) in 2018/19 school year, and continued that into the 2019/20 school year. 1 FTE counselor was recently added to provide more academic and social emotional support for students in the 2020/21 school year. Student and staff feedback indicates a positive impact from the increased

counseling support. This action will continue in the 21-24 LCAP actions and services. Dashboard data reflected throughout the plan was published in 2019 and is reflective of the 2018/19 school year. In 2018/19 there were 48 students enrolled. It should be noted on the Dashboard, only status and change data is displayed when subgroups are between 11 and 29 students and data is not displayed for subgroups with less than 11 students. **This is the case for many of the indicators on the FRA Dashboard.**

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on Fall 2019 Dashboard data and more recently collected local data, the following represent indicators of success that are supported through actions and services throughout the 21-24 LCAP.

-While there was no color assigned, 6.3% of 12th grade students were “prepared” on the College/Career Indicator on the Fall 2019 Dashboard. That was an increase of 6.3% from the previous year.

-The last suspension rate recorded on the Dashboard in 2018/2019 showed 31.7% of students suspended at least once during the school year. During the 2019/2020 year the rate dropped to 17% before COVID hit and closed schools down. Suspension rates during the re-opening of 2020/2021 are at 1%, which represents a drop of 16% from the previous year.

The 2020/21 California Healthy Kids Survey Data shows that the majority of students feel supported, engaged and safe at Feather River Academy as indicated by the following positive survey responses:

School Connectedness: 64%

Academic Motivation: 59%

Caring adult relationships: 71%

High Expectations- Adults in School: 76%

Promotion of parent involvement in school: 67%

School perceived as safe or very safe: 85%

Experienced harassment of bullying: 15%

Overall, the responses by students to the Kelvin Pulse surveys have been extremely positive. The surveys enable students to provide feedback on multiple aspects of the school and self care. Students reiterate connectedness to school and the staff, feel safe and are making progress towards graduation.

Social awareness - 100% positive feedback

Social participation in school - 100% positive feedback  
COVID tools and awareness - 100% positive feedback  
Resilience - 100% positive feedback  
Positive mindset - 100% positive feedback  
School Climate and Culture - 100% positive feedback  
Cross Cultural and Linguistic Competency - 100% positive feedback

Successes shared above are attributed to the increased pupil to staff ratio and training that staff received. The low student to teacher ratio ensures very individualized learning plans that can be closely monitored and supported with supplemental support as needed. The addition of full time counseling services is foundational to the robust Multi Tiered Systems of Support for both academic and social emotional needs that are being developed through ongoing professional development and support for PBIS and PLC implementation. Taken as a whole these actions and services create a safe and stable learning environment where students feel engaged and supported to achieve their individualized goals.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As mentioned above, the overall or schoolwide suspension rates declined from 2019 however, the inconsistencies related to COVID, will require increased efforts to mitigate attendance (53% attendance in 20-21 as compared to 68% in 19-20) and behavior issues that are predicted based on experience with in-person instruction in Spring 2021.

Responses to the 2020/21 California Healthy Kids Survey indicate several areas of need that will be addressed through goals, actions and services in the 21-24 LCAP.

Meaningful Participation: 29%

Current alcohol or drug use: 46%

Current marijuana use: 46%

Very drunk of “high” 7 or more times: 54%

Kelvin Survey data - Overall, the responses by students in the Kelvin surveys have been extremely positive. The surveys enable students to provide feedback on multiple aspects of the school and self care. However, only 33% of students reported having a positive self-image.

Based on local data the 2019/20 Local Graduation Data 57.5% graduation rate which is a decrease from 68.8% the year before. In the 2020-2021 school year, the graduation rate dropped to 43%, however, due to COVID related inconsistencies, there will be increased efforts to provide goal setting and support to increase the graduation rate.

In order to support students’ attendance, behavior and academic needs, a multi-tiered system of approach will be taken. Increased counseling, the implementation of PBIS Tier I, refinement of the PLC process, an increase in staffing to ensure small class size and to

specifically address math performance, Revamped the intake process to include more thorough ILP and goal setting w/ regular monitoring/check-ins. The use of Attendance and Outreach Coordinator and Probation Officer to strengthen attendance outreach and tier re-engagement.

STAR ELA data indicates that reading is a major concern for students at FRA. Most students shared that they are not putting in much effort in the STAR assessments this year. Students scored in the following percentiles for end of year STAR ELA assessments:

Below the 25th percentile - 80%

Between the 25th and 49th percentile - 17%

Between the 50th and 74th percentile - 3%

75th and above percentile - 0%

STAR Math data indicates that math is a major concern for students at FRA. The results of the reading assessments may be connected to the low math scores. Most students shared that they are not putting in much effort in the STAR assessments this year. Students scored in the following percentiles for end of year STAR Math assessments:

Below the 25th percentile - 63%

Between the 25th and 49th percentile - 20%

Between the 50th and 74th percentile - 17%

75th and above percentile - 0%

Steps taken during the 20/21 school year to address the academic and social emotional needs identified above involve increasing staff and strengthening the systems of support. Specifically we increased the number of paraprofessionals available to provide supplemental support for small groups or individuals.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Working with stakeholders Feather River Academy developed this LCAP to support all students. Taking into consideration input from stakeholders, an evaluation of state and local data, and the obligation to serve expelled and foster youth in the county, we have identified four LCAP goals. Foundational to the program is the development of individualized learning plans for every student. The majority of actions and services are designed to support the development, implementation and monitoring of these plans in order to ensure that the unique needs of our students are met.

Goal 1 - Sutter County Superintendent of Schools/Feather River Academy will provide Conditions of Learning that will develop College and Career Ready students.

- Goals 2 - Sutter County Superintendent of Schools/Feather River Academy will plan programs, develop plans, and provide data from assessments that will maximize student outcomes.
- Goal 3 - Sutter County Superintendent of Schools/Feather River Academy will promote student engagement and a school culture conducive to learning
- Goal 4 - Improve educational outcomes for all foster youth through ongoing coordination of services, increased identification, and case management services targeted towards closing the achievement gap.
- Key features include: An intense focus on creating a culture and school climate that meets the diverse needs of students' academic and social-emotional needs through increased counseling and case management as well as leveraging the Edgenuity platform to provide students with enriching learning experiences. A focus on staff development and academic and SEL professional learning opportunities will allow staff to meet the diverse needs of the students they serve.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Identify the schools within the LEA that have been identified for CSI.

Feather River Academy

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Sutter County Superintendent of Schools (SCSOS) partnered with Placer County Office of Education and CDE for Differentiated Assistance (DA). As a COE in DA we qualified based on Dashboard Data generated from students enrolled at Feather River Academy (our County Community School) as well as our County Operated, Regional, Special Education classes. As the LEA, SCSOS identified several departments to support the process by partnering with Feather River Academy (FRA) in the DA/CSI planning process. Sutter County Superintendent of Schools staff providing the support to the school include; Assistant Superintendent for Educational Services, Director of Curriculum, Instruction and Accountability, Coordinator of Student Support and Outreach and Assistant Superintendent of Special Education. The Differentiated Assistance/CSI Team used a variety of evidence-based tools and strategies (Improvement Science) to develop a plan that would address indicators of low performance. The Differentiated Assistance planning and support process for improvement included; a deep dive into dashboard data, which led to a need for a deep dive into local data in order to explore theories or questions related to the dashboard data. Other tools used to support the development of the CSI Plan include; the Problem Statement Tool, the Fishbone Diagram to identify root causes, the completion of the LEA Self-Assessment, the completion of a variety of Process Maps, the development of an Aim Statement, Driver Diagram and implementation of Plan-Do-Study-Act (PDSA) cycles.

Sutter County Superintendent of Schools (LEA) operates a county community school (FRA) serving primarily expelled youth for the term of their expulsion. This tends to be a highly transient student population. Enrollment has fluctuated from 33 to 75 from 2018/19 through 2020/21. Students attending FRA tend to be disenfranchised with school in general as they have not been successful in a traditional school setting. Students and families also tend to have high ACE scores and are dealing with life circumstances that do not lend themselves to making education a priority. Due to the small enrollment numbers and underlying lack of involvement, stakeholders are primarily engaged on an individual basis through phone calls, emails, text messaging and face to face meetings. Surveys are conducted but responses typically have to be collected through individual phone calls.

In order to gather and consider a variety of stakeholder perspectives and opinions in the development of the CSI Plan, SCSOS staff engaged with administration at FRA on a regular basis to review student performance and stakeholder satisfaction. FRA administration, in turn, engages with school staff, students and parents on a regular basis including both formal and informal opportunities for input. FRA has an active Parent Advisory Committee, regularly scheduled opportunities for engagement with students through reflection sessions and with staff through the PLC process. Students, Parents, Teachers and Districts within Sutter County are stakeholder groups that provide feedback and input on the indicators related to qualifying for CSI. All groups provided similar input regarding the need to create more autonomy, buy-in and relevance for school. The theory being that low student performance on state indicators is directly correlated with the fact that this student population does not naturally see the value in confirming the school expectations.

As part of the DA/CSI team SCSOS conducted a thorough needs assessment and data review to inform the CSI Plan. The following are types of data and information examined:

**Dashboard Data Analysis-** Due to the small student populations, FRA generates Dashboard Data for ELA, CCI, Graduation Rate and Suspension Rate. The only performance color generated is **RED for Suspension Rate**.

#### ***State Priority 4 (Pupil Outcomes)***

ELA= 123.2 points below standard with no growth data

CCI= 6.3% prepared with an increase of 6.3%

#### ***State Priority 5 (Engagement)***

Graduation Rate= 68.8% graduated and maintained by -2.1%

#### ***State Priority 6 (School Climate)***

Suspension Rate= 31.7% suspended at least once with an increase of 16.9%. White subgroup increased by 23.5% and SED subgroup increased by 18.4%

#### **Local Data for Suspension and Attendance**

- 32 students receive 65 suspensions

- 69% of the students suspended were NOT SpEd
- Most suspensions were for 48900 (a) or (k)
- FRA students missed 1312 days in 2018-19
- 30% excused, 66% unexcused and 4% suspensions
- 41% or 36 of the students were chronically absent in 18-19
- 97% of those chronically absent students were SED

### **LEA Self-Assessment Tool Components 1 and 5 completed by FRA staff**

Through the DA process, actions and interventions were identified as a result of using the data and information above and going through the Aim Statement process resulting in a Driver Diagram action guide. Strong consideration was given to proven evidence-based interventions that most closely align with our problem of practice, “Students (especially with IEPs) are removed from instruction at too high of a rate. Students are suspended multiple times frequently and are absent for both excused and unexcused reasons at a high rate. Overall, students are missing too much instruction.”

The Dashboard and local data showed that both attendance and behavior are areas of concern. **PBIS** was identified as an evidence-based multi-tiered system of support designed to create a positive school culture by ensuring that students feel safe, successful and connected to school. This positive school culture will help to reduce absences, suspensions and distractions to the learning environment with the ultimate product of increased academic achievement and more students completing A-G requirements or Career Pathways.

In response to areas of weakness identified in the LEA Self-Assessment, it was determined that focusing on developing a strong **Professional Learning Community (PLC)** would have a positive effect on all aspects of student success. The LE Self-Assessment help to identify the fact that FRA had non-existent or weak data systems or practices. While staff worked diligently to meet the needs of the students there was no system in place to ensure that data used to guide and monitor the allocation of resources. Schools with strong PLCs have developed a shared understanding of assessments, implement common formative assessments, analyze evidence of student performance, and use that evidence to learn from one another and respond to school wide and individual needs identified. PLC schools have built a systematic process to provide clear instruction related to the desired outcome supported by systematic incentives and additional time and support for students who are experiencing difficulty meeting the expectations.

Local and Dashboard data indicate serious academic deficiencies or gaps in learning for the majority of students at FRA. Although the sessions were developed in response to learning loss due to COVID the theories and principles provided through the **Solution Tree, Mind the GAPs series** were well matched to the academic needs that are reflected in our pupil outcome data.

Barriers to student success identified through the Fishbone Diagramming activity included a recognition that a very high percentage of the students attending our County Community School have experienced multiple and severe adverse childhood events. In response the determination was made to **increase** the amount of time available for SEL **counseling**. Although CSI is short term funding, the additional staffing is designed to develop resources and systems that will be sustainable after the funding for the increased time stops.

As a resource to support both PBIS and PLC work, it was determined that **increased** access to supports that can be provided by **Instructional Aides** would have a positive impact on student achievement. The staffing is intended to support the establishment of PBIS and Restorative discipline practices and to develop resources and systems that will be sustainable when funding for the additional hours stops. The PLC model involves evaluating data/indicators in order to collaboratively assign resources and prescribe remediation. The temporary increase in staffing

will help to provide direct services to students and lessen the demand on teaching staff so they can develop/establish the intervention material and progress monitoring tools.

Inequities were primarily identified through the LEA self-assessment process and fishbone activity. The conclusion was that resources were being assigned with the best of intentions but haphazardly and with no system to monitor effectiveness and modify if necessary. Therefore, resources have not been used to effectively support data driven multi-tiered system of support for academic, behavioral and social student growth. Both PBIS and Professional Learning Community are designed to ensure systematic, data driven allocation of resources to meet the needs of students.

Sutter County Superintendent of Schools offers monthly “System of Support” sessions for all district administrators and appropriate staff designed to provide technical assistance among many topics including the organization and development of the district LCAP. LCAP specific sessions are designed around the template and the instructions for each section of the LCAP, including the CSI prompts. District administrators are provided all training materials SCSOS receives from statewide training, webinars, and other meetings where LCAP content is covered. In addition to content delivered to all districts, those districts which are identified for CSI meet individually with SCSOS staff to review requirements and identify improvement science tools that would help districts identify and prioritize their efforts. Oftentimes, SCSOS staff are invited to be part of the district's CSI team in order to be a supportive partner in their work.

## **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The DA/CSI Team including site staff, COE and technical assistance providers (PCOE team) will continue to meet on a monthly basis through May or June. Plan Do Study Act (PDSA) cycles will be used to monitor expected outcomes and make adjustments to implementation as needed. Attendance is being tracked closely using a data driven system developed by the team through the DA process (Data Collection- Attendance Data from Aeries and Weekly Engagement Logs). Academic achievement is being tracked closely using local data including quarterly STAR Reading and Math assessments as well as engagement and mastery data from Edgenuity/MyPath, which is all embedded in the PLC system. Agendas and artifacts from PLC meetings are reviewed as part of the implementation support provided by contract with Solution Tree. PBIS implementation is monitored by completing the Tiered Fidelity Inventory at recommended intervals through the implementation process (Data Collection- Suspension and Discipline Data from Aeries and school culture and student family social emotional well-being through KELVIN Pulse Surveys and Panorama Surveys)

Aggenized performance/data reports and discussion will be scheduled with PAC, PLC (certificated staff), classified staff and county LEAs through Plan for Expelled Youth Advisory Meetings.

## **Stakeholder Engagement**

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Sutter County Superintendent of Schools and Feather River Academy believe strongly that the input received from all Stakeholders should directly impact the programs and guide the services developed for students. Our general process for stakeholder engagement involves agendaizing LCAP goals, actions, services and related expenditures at Staff (to include FRA Principal, Certificated, Classified and Bargaining Unit) and Parent Advisory meetings. Parent/student input, which is used to guide the allocation of resources, especially for unduplicated student groups, is gathered through individualized conferences or meetings where staff facilitate discussions to identify the barriers to academic and social success. Barriers identified through these meetings are compiled and used as a foundation for identifying the use of supplemental and concentration funds to increase and improve services.

Below are the actual dates of the meetings where LCAP input was an agendaized topic.

**Staff (FRA Principal, Certificated, Classified and Bargaining Unit):**

3/10/21- Staff LCAP meeting and discussion

4/21/21 - Staff LCAP and LCFF priority meeting and discussion

4/28/21 - Staff LCAP meeting and discussion

5/19/21 - Staff LCAP meeting and discussion

5/26/21 - Staff LCAP meeting and discussion

**Students:**

Kelvin Surveys - have been administered weekly for a portion of the year in 2020-2021, beginning on March 1, 2021 through the end of the school year.

CHKS Surveys were administered during the weeks of 4/5/21-4/16/21

**Parents:**

CHKS were mailed home as well as emailed to parents during the week of 3/29/21-4/2/21.

**SELPA:**

2/11/21 - SCSOS Systems of Support

6/8/21 - Consultation

**Parent Advisory Committee:**

11/9/2020 - Budget overview for parents, Budget meeting to identify expenditures and supports provided for students.

3/18/21 - Review Annual Update and identify needs and barriers

6/15/21 - Final PAC meeting held via zoom

**ELAC/DELAC**

Sutter COE does not have an ELAC committee due to not meeting the enrollment thresholds described in *Education Code*, Section 52063(b)(1)

## SCSOS Board

Status Update to the Board - April 14, 2021

Public Hearing - June 16, 2021

Board Approval - June 23, 2021

### A summary of the feedback provided by specific stakeholder groups.

Certificated and Classified Staff- Continued implementation and training to support PBIS, Edgenuity and the PLC process. Provide printed/hands-on curriculum for students that struggle with the online platform, especially for English learners and students with disabilities. Staff shared their desire to develop a comprehensive health education curriculum and physical education program. Staff articulated the need for a vice principal to support administration and students. Staff is very interested in promoting and encouraging students to engage in CTE courses and to set goals for after high school. One of the goals of FRA is to prepare students to be college and career ready. By having a strong CTE program with viable career choices available, students will be able to gain knowledge and certification through ROP. Staff is excited to continue professional development in PBIS and PLC. All staff recognize the need for improved services in both the academic world and behavioral world. All staff are interested in a clear process to tackling both PBIS and PLC support with support from all staff, stakeholders, and the county office.

Parents- In general, parents reported that they appreciated the personalized connections between school and home, home visits, and constant outreach for students. Transportation services are appreciated and relied upon heavily. They also agreed with the school's budget and how funds were being expended to support students.

Students- The majority of student input centered around counseling services and extra-curricular opportunities such as CTE courses and the Media Van. Students reported that the level of support provided by counseling staff helped them to be better prepared to engage in instruction and that the opportunity for hands-on activities motivated them to come to school.

### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 1, Action 2 was developed in response to input from certificated and classified staff. While FRA could operate with only 2 certificated staff members, the additional staff member allows for class sizes to be smaller and thus allow teachers to provide more personalized support to students. Actions that support the continued implementation of Edgenuity and the addition of Co-Teach practices will enable staff to provide enriching content with the support of an additional certificated staff member to support all students including students with disabilities.

Actions developed in Goal 3 are in direct response to stakeholder feedback from Kelvin and Healthy Kids survey results. Stakeholders shared the importance of creating an environment for students and staff in which they feel safe and welcomed. Attendance and Suspension data indicated the previous Nurtured Heart Approach was not effective. Therefore, an emphasis on PBIS implementation will support this type of environment. The Attendance and Outreach Coordinator will ensure barriers for transportation are removed and students can get to school.

Actions developed in Goal 4 support Foster Youth across Sutter County and were developed out of consultation with district and community partners. Goal 4 Action 2, will provide professional development to Specialists on the Foster Focus Database, which will increase

interagency communication and collaboration between educational partners and CWS/ Probation staff that will streamline services and support for foster youth.

## Goals and Actions

### Goal

Goal #	Description
1	Sutter County Superintendent of Schools/Feather River Academy will provide Conditions of Learning that will develop College and Career Ready students. Priority 1, 2, and 7

An explanation of why the LEA has developed this goal.

Feather River Academy (FRA) serves students who have been expelled, referred by Probation or referred due to truancy. Student and parent input indicates that the families are generally disenfranchised with the traditional school setting and survey data indicates that upon entry in the County Community School, the majority of students do not see relevance or connection between school and their long term goals. Feather River Academy intends to establish a learning environment (conditions of learning) that is safe, respectful, nurturing and responsive to individual student needs. These actions taken as a whole and monitored through the identified metrics will ensure that students referred to FRA will enter an environment that supports them to establish individualized goals and realize how school provides support to help them achieve.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A - Properly credentialed and appropriately assigned teachers Source: SARC	19-20 SARC 100%	N/A	N/A	N/A	100%
Priority 1B - Student access to standards-aligned instructional materials Source: SARC	19-20 SARC 100%	N/A	N/A	N/A	100%

Priority 1C - Facilities in Good Repair Source: Facilities Inspection Tool (FIT)	2020 FIT Overall “Good Repair” rating	N/A	N/A	N/A	Maintain “Good Repair” rating
Priority 2A - Implementation of State Academic Standards Source: Local Indicator Tool for Priority 2	Spring 2021 Local Indicator Tool for Priority 2 Professional Learning for Teaching - 2 (Beginning Development) Standards Implementation Health - 2 (Beginning Development) PE - 1 (Exploration and Research Phase) VAPA - 3 (Initial Implementation)	N/A	N/A	N/A	Professional Learning for Teaching - 4 (Full Implementation) Standards Implementation Health - 4 (Full Implementation) PE - 4 (Full Implementation) VAPA - 4 (Full Implementation)
Priority 2B - EL access to CCSS and ELD Standards Source: STAR	2021 STAR (ELA) 0 % of ELs in the 50th percentile or above	N/A	N/A	N/A	25% of ELs will be in the 50th percentile or above

Priority 7A - Access to Broad Course of Study	Spring 2021 Local Indicator Tool for Priority 7	N/A	N/A	N/A	VAPA 75 % of all students 75% of ELs 75% of Foster Youth 75% of Socioeconomically Disadvantaged 75% of Students with Exceptional Needs  PE 75 % of all students 75 % of ELs 75 % of Foster Youth 75 % of Socioeconomically Disadvantaged 75 % of Students with Exceptional Needs
Source: Metrics identified in the Local Indicator Tool for Priority 7	VAPA 11/38 or 30 % of all students 0% of ELs N/A Foster Youth 11/38 or 30 % of Socioeconomically Disadvantaged 3/18 or 17% of Students with Exceptional Needs  PE 0% of all students 0% of ELs N/A of Foster Youth 0% of Socioeconomically Disadvantaged 0 % of Students with Exceptional Needs				

## Actions

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Action #	Title	Description	Total Funds	Contributing
1	Staffing	Properly credentialed and appropriately assigned teachers.	\$195,276	N
2	Class Size Reduction	Fund 1 additional certificated staff to decrease class size and allow for intense monitoring of the Individual Learning Plans and just in time supports.	\$119,270	Y
3	Supplemental Materials	Provide alternative curricular resources, primarily targeted to unduplicated students and students with exceptional needs, for Science History Social Science to provide hands-on learning experiences to students that struggle with the Edgenuity online learning platform (TCI and Discovery Education) Priority 7B and 7C	\$3,200	Y
4	Edgenuity	Edgenuity Online Platform Professional Learning Provided to teachers on the implementation of standards and best practices to for teachers in supporting	\$14,875	N
5	Ensuring Broad Course Access	Students have access to a comprehensive Health Education through alignment to the Framework in order to strengthen and supplement Health Curriculum to ensure comprehensive support of student health. Explore opportunities for increased physical education during the school day in order to create a more comprehensive program where students can earn credits towards graduation	\$0	N
6	Co-Teach Model	SELPA funded Special Education Teacher will co-teach in ELA and Math classes Core and Special Education staff will have bi-weekly common planning time. Staff will participate in a book study of <i>Leading the Co-Teaching Dance</i>	\$400	N

		Priority 7C		
7	ROP/CTE	Increase student enrollment in SCSOS CTE courses through Tri-County ROP Administer Virtual Job Shadow to establish career goals	\$0	N

## Goal

Goal #	Description
2	Sutter County Superintendent of Schools/Feather River Academy will plan programs, develop plans, and provide data from assessments that will maximize student outcomes. Priority 4 and 8

An explanation of why the LEA has developed this goal..

When students enroll at FRA they participate in a thorough intake process for the development of an Individual Learning Plan. The process includes Benchmark Assessments in ELA and Math along with a vocational survey and multiple SEL screeners. Through those results, it is apparent most students enter below grade level or significantly below grade level in all academic subject areas. Students are also credit deficient and have been unsuccessful in the traditional school setting. Outcomes related to students making progress towards English proficiency (4E) and English learner reclassification rates (4F) are not reported in the metrics and actions below due to student data privacy, but are tracked at the local level. Because Advanced Placement courses are not part of FRA's course offerings, student pass rates (4G) and preparedness as measured by the EAP (4H) are not tracked. Because the goal is for students to return to their home school within two semesters, FRA does not track data related to CSU/UC completion (4B), successful completion of CTE courses (4C) and the percentage of pupils that successfully complete both (4D). By developing individual learning plans based on data from the assessments, FRA intends to improve and maximize student outcomes through increased targeted professional development and supplemental support and services for unduplicated students and students with exceptional needs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A - Statewide Assessments Source: Dashboard	FRA 2019 Dashboard ELA - 123.2 points below standard Math - less than 11 students	N/A	N/A	N/A	Dashboard ELA - 100 points below standard Math - less than 11 students

CAASPP and Dataquest	2019 CAASPP ELA- 8.7% Met or Exceeded Math- 4.5% Met or Exceeded				CAASPP ELA- 21% Met or Exceeded Math- 17 % Met or Exceeded
Priority 8A - Other Pupil outcomes Source:STAR ELA and Math	<div>2021 STAR ELA</div> <div>Below the 25th percentile - 80% Between the 25th and 49th percentile - 17% Between the 50th and 74th percentile - 3% 75th and above percentile - 0%</div> <div>2021 STAR Math</div> <div>Below the 25th percentile - 63% Between the 25th and 49th percentile - 20% Between the 50th and 74th percentile - 17% 75th and above percentile - 0%</div>	N/A	N/A	N/A	<div>STAR ELA</div> <div>Below the 25th percentile - 20% Between the 25th and 49th percentile - 25% Between the 50th and 74th percentile - 35% 75th and above percentile - 20%</div> <div>STAR Math</div> <div>Below the 25th percentile - 20% Between the 25th and 49th percentile - 25% Between the 50th and 74th percentile - 40% 75th and above percentile - 15%</div>

# Actions

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Action #	Title	Description	Total Funds	Contributing
1	Collaboration	Weekly collaboration on minimum days for all staff to analyze student needs and data, plan for instruction and intervention using the PLC model  Release time for staff to collaborate and engage in professional learning activities relevant LEA goals	\$74,064	Y
2	Professional Learning	Contract with Solution Tree for attentive support with PLC implementation	\$37,478	N
3	Classified Support	Paraprofessional to provide daily academic and SEL support to targeted students identified through academic data analysis and referrals from SEL screeners	\$38,884	N
4	Tutoring	Certificated and Classified staff will provide daily after school tutoring opportunities for students with targeted support for unduplicated students	\$4,000	Y
5	EL Professional Learning	Support from EL expert Theresa Hancock on support for staff on best practices, standards implementation and Integrated and Designated ELD instruction.  Provide staff feedback on teaching practices specific to support EL students across content areas.	\$0	Y

# Goal

Goal #	Description
3	Sutter County Superintendent of Schools/Feather River Academy will promote student engagement and a school culture conducive to learning Priority 3, 5, and 6

An explanation of why the LEA has developed this goal.

The purpose of a county community school is to educate students who are expelled, referred due to behavior or attendance problems, referred by probation or are not attending any school. In order to get these students to attend and engage, creating a culture where students learn to view themselves in a positive light and get along with others is crucial. In order to reestablish educational development, establish appropriate educational goals and support students to earn a high school diploma extensive support services are necessary. The actions and services in the goal are designed to remove barriers that have impeded success in the traditional school setting.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A/3B and 3C - Efforts to seek parent input in decision making and promote participation in programs for unduplicated pupils and students with exceptional needs Source: CHKS	2021 Survey Participation Rate 0% All parents 0% Unduplicated 0% Exceptional Needs	N/A	N/A	N/A	Survey Participation Rate 75% All parents 75% Unduplicated 75% Exceptional Needs
Priority 5A - Attendance Source - P2 Attendance Report	2020-21 53%	N/A	N/A	N/A	87%
Priority 9- Attendance Rates (expelled youth only)	2020-21 53%	N/A	N/A	N/A	87%

Source:P2 Attendance Report					
Priority 5B - Chronic Absenteeism  Source - Dashboard - Chronic Absenteeism Indicator and Data Quest	FRA 2019 Dashboard - Less than 11 students at 7th-8th Grade 2020-21=66%	N/A	N/A	N/A	25%
Priority 5C - Middle School Dropout Rate  Source: AERIES	2020-21 0 students	N/A	N/A	N/A	Maintain 0 Students
Priority 5D - High School Dropout Rate  Source: CALPADS 1.12	2020-21 6 students	N/A	N/A	N/A	2 Students
Priority 9 - High School Dropout Rate (expelled youth only)  Source: CALPADS	2020-21 5% of Students				2% of Students
Priority 5E - High School Rate  Source: Graduation Rate Indicator (Dashboard) and/or CALPADS 15.1 or 15.2	FRA 2019 Dashboard - 68.8% Graduated	N/A	N/A	N/A	75% Graduated
Priority 9 - Graduation Rate (expelled youth only)  Source: CALPADS 15.1 or 15.2	2020-21 33%	N/A	N/A	N/A	65%
Priority 6A - Suspension Rate	FRA 2019 Dashboard - 31.7%	N/A	N/A	N/A	20%

Source: Suspension Rate Indicator (Dashboard) and/or CALPADS 7.10 and 7.12					
Priority 6B - Expulsion Rates Source:CALPADS	Does not apply as students are in a school for expelled youth	N/A	N/A	N/A	Does not apply as students are in a school for expelled youth
Priority 6C - Other local measures, including survey of pupils, parents and teachers on the sense of school safety and connectedness Source: CHKS Survey	<b>2020-21</b> Sense of School Safety (Safe of Very Safe) Students - 85% Parents- 0% responded Sense of School connectedness Students - 64% Parents- 0% responded Total School Supports (Pretty Much or Very True) Students- 59% Parents- 0% responded	N/A	N/A	N/A	Sense of School Safety Students - 95% Parents- 100% Sense of School Connectedness Students - 85% Parents- 85% Total School Supports (Pretty Much or Very True) Students- 80% Parents - 80%

## Actions

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional

information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Outreach	Attendance and Outreach Coordinator tracks and monitors attendance, conducts home visits, and provides individualized transportation	\$80,387	Y
2	Transportation	Address transportation barriers by providing personalized transportation by school staff and/or providing bus passes	\$123,785	Y
3	Counseling Services	Increased individual and group counseling services provided to students to support academic, career, and social-emotional needs including substance abuse issues. Unduplicated students are targeted and given priority to services.	\$21,789	Y
4	PBIS Implementation	Contract with PCOE to continue implementation of PBIS Tier I, and introduce Tier 2 Provide incentives for students to reinforce positive behavior and attendance	\$32,500	Y
5	Parent Liaison	Hire a bilingual Parent Liaison (receptionist) to increase communication and inclusion of parents ELs and Foster Youth	\$19,502	Y

## Goal

Goal #	Description
4	Improve educational outcomes for all foster youth through ongoing coordination of services, increased identification, and case management services targeted towards closing the achievement gap. Priority 10

An explanation of why the LEA has developed this goal.

SCSOS continually advocates for increased services to support the unique needs of foster youth and as a priority population in Sutter County. The actions and metrics in in Goal #4 are aligned to the needs assessment coordinated by SCSOS Foster Youth Services Coordinating Program (FYSCP) and guided with the input from stakeholders from the Executive Advisory Council (EAC) to meet the unique needs identified to support the educational success of foster youth in Sutter County. Foster Focus will allow for a standardized identification and tracking of foster youth. Increasing identification and tracking of foster youth allows FYSCP staff to make informed decisions to advocate and support the educational success of foster youth. Additionally, the Foster Focus Database increases interagency communication and collaboration between educational partners and CWS/ Probation staff that will streamline services and support for foster youth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of professional development opportunities provided to LEAs and Community partners  Source: Agendas/sign-in sheets	2020-21  1 per year	N/A	N/A	N/A	5 per year
# of Child Family Team (CFT) meetings attended by FYSCP staff  Source: Foster Focus	2020-21  10% attendance at CFT meetings	N/A	N/A	N/A	50% attendance at meetings
FY Graduation Rate FY Chronic Absenteeism rate FY Suspension rate FY College going rate	New measures of progress, therefore baseline data is unavailable at this time, but will be established using Year 1 Outcomes	N/A	N/A	N/A	Desired outcomes will be established based on year 1 outcomes

Source: Data sharing agreement					
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# Actions

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Action #	Title	Description	Total Funds	Contributing
1	Coordination of Services	Host quarterly Executive Advisory Council (EAC) meetings Host monthly AB 2083 Interagency Leadership Team Meetings Host Bi-weekly SuperFAST meetings for interagency placements	\$5,000	N
2	Professional Development	Contract with S4 to build the FYSCP staff capacity to provide professional development to LEAs and community partners Ongoing Foster Focus Training for CWS and identified staff from LEAs	Included in Action 1	N
3	Educational Case Management	SSO Support specialists will attend CFT meetings in order to provide educational advocacy, placement guidance, serve as the liaison to the schools, and assist in removing other identified educational barriers	Included in Action 1	N
4	Monitoring Student Outcomes	Establish data sharing MOU with all LEAs Establish district links with Foster Focus for the two large districts	Included in Action 1	N

# Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially from how it was described in the adopted LCAP.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

[Respond here]

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.72%	\$335,372

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After assessing the needs, conditions and circumstances, ***related to academic performance***, of our SED students, we learned that 81% of our SED students are below the 25% percentile on the 20/21 STAR Test in ELA and 65% are below the 25th percentile in Math. This data is mirrored with our ALL Student Subgroup in ELA and Math. Additionally, our certificated and classified staff would like printed/hands-on curriculum for students that struggle with the online platform, especially for English Learners. Staff also expressed the need for continued professional development in PBIS, PLC support, and improved services in both academics and behavior. Our students also shared that hands-on activities motivated them to come to school.

In order to address this condition of our SED and EL students, we will implement actions in Goal 1 to include; action 2- class size reduction and action 3- supplemental materials. Additional certificated staff decrease class size to allow for more intense and individualized monitoring. Alternative curriculum resources provide hands-on learning experiences for these students who have struggled with the online learning platform. As well as Goal 2 to include; action 1- collaboration, action 3- additional paraprofessional support, action 4- additional tutoring and action 5- increased EL professional learning for staff. Training and dedicated time for collaboration allows for instructional planning and intervention needs to address the significant challenges of our specific population of students. Increased paraprofessional support as well as tutoring opportunities for students will provide additional target support for students. Although ELs are not a significant student group, the contract support provided by Theresa Hancock will support the academic language development for all students.

Goal 1, action 2 is continued in the 2021-2024 LCAP from the 2017-2020 LCAP (Goal 1, action 1). Stakeholder feedback provided by certificated and classified staff, as well as both parents and students showed a desire to prioritize and continue the low student to teacher ratio. Improvements in the California Healthy Kids Survey (CHKS) responses validate the importance of small class sizes and intense support for adherence to Individual Success Plans. Between 2017 and 2019; School Connectedness improved from 43% to 46%, Caring Adult Relationships improved from 56% to 70% and School perceived as Safe or Very Safe improved from 58% to 64%.

These actions are being provided on an LEAwide basis and we expect all students performing below the 25th percentile to benefit. However, because the actions were designed to address our SED students' need for more personalized instruction and additional curriculum supports and our EL students' need for hands-on curriculum, we expect that the academic performance of our SED and EL students on the STAR assessment and eventually on the CAASPP will increase significantly more than the average scores of all other students. Additionally, we

anticipate the feedback from our stakeholders regarding these services will be positive and will help continue to inform our academic supports.

In our assessment of the needs, conditions and circumstances, ***related to conditions, climate and engagement***, of our SED students, we learned that, in 20/21 the attendance rate for our SED students was 51% as compared to 49% for the ALL student group. Although there is not a significant gap between the two groups, there is a significant gap in our student attendance rate and statewide attendance targets (minimally 90%). When examining chronic absenteeism for the SED student group, we learned that 88% were chronically absent (missing 10% more of the days enrolled) as compared to the ALL student group which was 87%. Again, although a gap does not exist between the two groups, the excessive chronic absenteeism rates need to be addressed. Our evaluation of suspension data requires us to look at 2019/20 data because of Distance Learning for the majority of 20/21. In 19/20 both the SED group and ALL student group showed 18% of students were suspended at least once. While no gap exists, the high rate of suspension is a concern to staff and stakeholders. Additionally, our students conveyed that counseling services and extra-curricular activities helped them be better prepared to engage in instruction. Our parents reported that they appreciated the personalized connections between school and home, and that transportation services were appreciated and heavily relied upon.

In order to address the needs and conditions of our SED students, we will implement actions in Goal 3 to include; action 1- attendance and outreach coordinator to track, monitor and intervene on student attendance issues, action 2- address transportation barriers by providing personalized transportation, action 3- increased counseling services to address social emotional well-being so they feel safe and comfortable coming to school, action 4- continued PBIS implementation to ensure school climate is welcoming and conducive to student learning and uses restorative discipline practices rather than exempting them from school and action 5- a bilingual parent liaison to increase communication efforts among families.

These actions are being provided on an LEAwide basis and we expect all students' attendance rates to increase and suspension rates to decrease. However, because the actions were designed to address our SED students' need for transportation supports, increased counseling services and extra-curricular activities, and consistent parent communication, we anticipate our SED students' attendance rates and suspension rates will be greater affected. Additionally, we anticipate the feedback from our stakeholders regarding these services will be positive and will help continue to inform our engagement and behavioral supports.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Sutter County Superintendent of Schools is required to increase and improve services for unduplicated pupils by 3.72%. The actions identified within the prompt above will be completed in order to meet this proportionality percentage.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:**  
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Agenda Item No. 9.1

BOARD AGENDA ITEM: Business Services Report

BOARD MEETING DATE: September 8, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☐ Action

Nic Hoogeveen

☐ Reports/Presentation

SUBMITTED BY:

☒ Information

Nic Hoogeveen

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Nic Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The monthly financial report for August will be reviewed.

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

**August 2021**

07/16/21-08/15/21

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)	7/15/21 (B)	8/15/21 (C)	8/15/21 (D)	(E)	
<b>A. Revenues</b>							
1. Local Control Funding Formula	8010-8099	\$ 10,139,242	\$ 10,139,242	\$ 6,209	\$ 10,139,242	-	A 0.1%
2. Federal Revenues	8100-8299	\$ 4,935,686	\$ 4,942,950	\$ 126,241	\$ 5,021,931	78,981	B 2.6%
3. Other State Revenues	8300-8599	\$ 10,650,380	\$ 10,650,380	\$ 397,861	\$ 10,779,677	129,297	C 3.7%
4. Other Local Revenues	8600-8799	\$ 12,731,222	\$ 12,819,544	\$ 29,159	\$ 12,840,419	20,875	D 0.2%
<b>5. TOTAL REVENUES</b>		<b>\$ 38,456,530</b>	<b>\$ 38,552,116</b>	<b>\$ 559,470</b>	<b>\$ 38,781,269</b>	<b>\$ 229,153</b>	<b>1.4%</b>
<b>B. Expenditures</b>							
1. Certificated Salaries	1000-1999	\$ 9,350,906	\$ 9,352,334	\$ 355,371	\$ 9,353,071	737	E 3.8%
2. Classified Salaries	2000-2999	\$ 10,976,797	\$ 10,976,797	\$ 568,409	\$ 10,977,207	410	F 5.2%
3. Employee Benefits	3000-3999	\$ 9,058,684	\$ 9,059,006	\$ 308,619	\$ 9,065,257	6,251	G 3.4%
4. Books and Supplies	4000-4999	\$ 1,080,028	\$ 1,096,761	\$ 45,805	\$ 1,126,230	29,469	H 4.2%
5. Services, Other Operation	5000-5999	\$ 5,875,286	\$ 5,887,294	\$ 909,242	\$ 5,978,620	91,326	I 15.4%
6. Capital Outlay	6000-6999	\$ 161,504	\$ 166,504	\$ -	\$ 167,704	1,200	J 0.0%
7. Other Outgo	7100-7299	\$ 344,448	\$ 344,448	\$ 102,030	\$ 446,478	102,030	K 29.6%
8. Direct Support/Indirect	7300-7399	\$ (76,792)	\$ (76,655)	\$ (2,668)	\$ (76,655)	-	L 3.5%
9. Debt Service	7400-7499	\$ -	\$ -	\$ -	\$ -	-	M 0.0%
<b>10. TOTAL EXPENDITURES</b>		<b>\$ 36,770,861</b>	<b>\$ 36,806,489</b>	<b>\$ 2,286,808</b>	<b>\$ 37,037,912</b>	<b>231,423</b>	<b>6.2%</b>
<b>C. Excess ( Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses (A5-B10)</b>							
		<b>\$ 1,685,669</b>	<b>\$ 1,745,627</b>	<b>\$ (1,727,338)</b>	<b>\$ 1,743,357</b>	<b>\$ (2,270)</b>	<b>-99.1%</b>
<b>D. Other Financing Sources/Uses</b>							
1. Transfers In	8910-8979	\$ 185,000	\$ 185,000	\$ -	\$ 185,000	-	N 0.0%
2. Transfer Out	7610-7629	\$ 582,723	\$ 582,723	\$ 480,000	\$ 582,723	-	O 82.4%
3. Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -	-	P 0.0%
<b>Total, Other Fin Sources/Uses</b>		<b>\$ (397,723)</b>	<b>\$ (397,723)</b>	<b>\$ (480,000)</b>	<b>\$ (397,723)</b>	<b>\$ -</b>	<b>120.7%</b>
<b>E. Net Change to Fund Balance</b>							
		<b>\$ 1,287,946</b>	<b>\$ 1,347,904</b>	<b>\$ (2,207,338)</b>	<b>\$ 1,345,634</b>	<b>\$ (2,270)</b>	
<b>F. Fund Balance (Fund 01 only)</b>							
1. Beginning Balance		\$ 16,757,177	\$ 16,757,177	\$ 16,757,177	\$ 16,757,177	-	
2. Adjustments/Restatements		\$ -	\$ -	\$ -	\$ -		
<b>Ending Balance</b>		<b>\$ 18,045,123</b>	<b>\$ 18,105,081</b>	<b>\$ 14,549,839</b>	<b>\$ 18,102,811</b>	<b>\$ (2,270)</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	\$ 3,366,422		\$ 3,366,422	\$ -	
Assigned	9780	\$ 12,800,522	\$ 12,858,698		\$ 12,844,857	\$ -	
Restricted Economic Uncertainty	9789	\$ 1,867,679	\$ 1,869,461		\$ 1,881,032	\$ -	
Unassigned/Unappropriated	9790	\$ -	\$ -		\$ -	\$ -	

**Explanation of Differences**  
**Net Change in Current Year Budget July Board Report**  
**07/16/21-08/15/21**

	<u>Amount</u>	<u>Explanation of Differences</u>
<b>A</b> <u><b>Local Control Funding Formula (8010-8099)</b></u>		
	<u>\$ -</u>	
<b>B</b> <u><b>Federal Revenues (8100-8299)</b></u>		
Regional Occupation Program (ROP)	\$ 7,264	Adjusting budget to match Comprehensive Support and Improvement grant award unspent from prior year
Special Education Local Plan Area (SELPA)	\$ 70,969	Establishing budget for 20/21 Covid Alternate Dispute Resolution grant
Various departments	\$ 748	Miscellaneous Adjustments
	<u>\$ 78,981</u>	
<b>C</b> <u><b>Other State Revenues (8300-8599)</b></u>		
Special Education	\$ 8,165	Adjusting budget to align with lottery projections
Curriculum, Instruction, and Accountability (CIA)	\$ 105,000	Establishing budget for Safe Schools4All grant
Regional Occupation Program (ROP)	\$ 16,361	Adjusting budget to align with 19/20 Career Technical Education Incentive Grant award and deferred revenue
Various departments	\$ (229)	Miscellaneous Adjustments
	<u>\$ 129,297</u>	
<b>D</b> <u><b>Other Local Revenues (8600-8799)</b></u>		
Curriculum, Instruction, and Accountability (CIA)	\$ 20,875	Adjusting budget to align with 20/21 Social and Emotional Learning award
	<u>\$ 20,875</u>	
<b>E</b> <u><b>Certificated Salaries (1000-1999)</b></u>		
Special Education	\$ (4,368)	Moving budget to align with subcontractor services
Curriculum, Instruction, and Accountability (CIA)	\$ 5,215	Adjusting budget to align with 20/21 Social and Emotional Learning award
Various departments	\$ (110)	Miscellaneous Adjustments
	<u>\$ 737</u>	
<b>F</b> <u><b>Classified Salaries (2000-2999)</b></u>		
County Office	\$ (1,645)	Adjusting budget to align with 20/21 Social and Emotional Learning award
Special Education	\$ 8,000	Adjusting budget to align with actuals for short term hires
One Stop	\$ (1,831)	Adjusting budget to align with Workforce Innovation and Opportunity Act
Curriculum, Instruction, and Accountability (CIA)	\$ 1,645	Adjusting budget to align with 20/21 Social and Emotional Learning award
Student Support and Outreach (SSO)	\$ (6,654)	Adjusting budget to align with Foster Youth budget
Various departments	\$ 895	Miscellaneous Adjustments
	<u>\$ 410</u>	
<b>G</b> <u><b>Employee Benefits (3000-3999)</b></u>		
County Office	\$ (1,914)	Adjusting budget to align with 20/21 Social and Emotional Learning award
Curriculum, Instruction, and Accountability (CIA)	\$ 1,776	Adjusting budget to align with 20/21 Social and Emotional Learning award
Student Support and Outreach (SSO)	\$ (3,512)	Adjusting budget to align with 20/21 Social and Emotional Learning award
Feather River Academy (FRA)	\$ 10,393	Adjusting budget to include benefits
Various departments	\$ (492)	Miscellaneous Adjustments
	<u>\$ 6,251</u>	

**Explanation of Differences**  
**Net Change in Current Year Budget July Board Report**  
**07/16/21-08/15/21**

	<u>Amount</u>	<u>Explanation of Differences</u>
<b>H</b> <u><b>Books and Supplies (4000-4999)</b></u>		
County Office	\$ 3,700	Adjusting budget for in-service expenditures
Special Education	\$ 25,085	Establishing budget for mini-grants and aligning budget to match actuals
Various departments	\$ 684	Miscellaneous Adjustments
	<u><u>\$ 29,469</u></u>	
<b>I</b> <u><b>Services, Other Operations (5000-5999)</b></u>		
County Office	\$ 3,859	Adjusting budget for CalNet expenditures
Special Education	\$ 11,365	Moving budget to align with subcontractor services
One Stop	\$ 2,000	Adjusting budget to align with Workforce Innovation and Opportunity Act
Curriculum, Instruction, and Accountability (CIA)	\$ 106,911	Establishing budget for Safe Schools4All grant and aligning budget to match actuals
Student Support and Outreach (SSO)	\$ 10,156	Adjusting budget to align with Foster Youth budget
Regional Occupation Program (ROP)	\$ (84,544)	Adjusting budget for Career Technical Education Incentive Grant pass-thru to Sutter High
Feather River Academy (FRA)	\$ (4,973)	Adjusting budget to match Comprehensive Support and Improvement grant award unspent from prior year
Special Education Local Plan Area (SELPA)	\$ 63,988	Establishing budget for 20/21 Covid Alternate Dispute Resolution grant
Medi-Cal Administrative Activities (MAA)	\$ (18,000)	Reducing budget for contract fees paid out of prior year
Various departments	\$ 564	Miscellaneous Adjustments
	<u><u>\$ 91,326</u></u>	
<b>J</b> <u><b>Capital Outlay (6000-6999)</b></u>		
County Office	\$ 1,200	Adjusting budget for building improvements
	<u><u>\$ 1,200</u></u>	
<b>K</b> <u><b>Other Outgo (7100 - 7299)</b></u>		
Regional Occupation Program (ROP)	\$ 102,030	Adjusting budget for Career Technical Education Incentive Grant pass-thru to Sutter High
	<u><u>\$ 102,030</u></u>	
<b>L</b> <u><b>Direct Support / Indirect (7300-7399)</b></u>		
	<u><u>\$ -</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>	
<b>O</b> <u><b>Transfers Out (7610-7629)</b></u>		
	<u><u>\$ -</u></u>	
<b>P</b> <u><b>Contributions (8980-8999)</b></u>		
	<u><u>\$ -</u></u>	
<b>Net Change in Current Year Budget</b>	<u><u><b>\$ (2,270)</b></u></u>	

Agenda Item No. 9.2

BOARD AGENDA ITEM: Investment Statements

BOARD MEETING DATE: September 8, 2021

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:

The Investment Statement as of June 30, 2021 from the County Treasurer will be presented.

Christina N. Hernandez



Acting Treasurer-Tax Collector

August 12, 2021

To: Sutter County Board of Supervisors

Re: Sutter County Investment Portfolio Report for June 30, 2021

Following is the Sutter County Investment Portfolio report as of June 30, 2021. The schedule includes all short-term, mid-term and long-term investments held at the conclusion of business on the final day of the month. The Sutter County Treasurer and Tax Collector is given authority over the pooled investment portfolio through Board delegation pursuant to Government Code §27000.1. Investment activities of the pooled treasury are governed by Government Code §53601 as incorporated in the Sutter County Investment Policy. Investment of the county's, school districts' and special district's surplus funds start with the objective of safety of the principle to minimize possibility losses. Following safety is the liquidity objective to provide coverage of day to day operations and to meet contingency as they arise. The final objective is earning a reasonable return or yield on the funds invested. The Sutter County Investment Policy may be found on the Treasurer's webpage at: [https://www.suttercounty.org/assets/pdf/ttc/Investment\\_Policy\\_2021.pdf](https://www.suttercounty.org/assets/pdf/ttc/Investment_Policy_2021.pdf)

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

The combined cash and investments in the county treasury total \$294,242,879 and will provide sufficient cash flow liquidity to meet estimated pooled treasury expenditures for the next six months.

Invested treasury funds total \$284,011,304 with \$74,112,039 under the management of the Local Agency Investment Fund and California Asset Management Program. The Bank of New York, which provides third-party safekeeping services to Sutter County, provides market value data. The dollar-weighted average maturity of invested funds is 1,283 days.

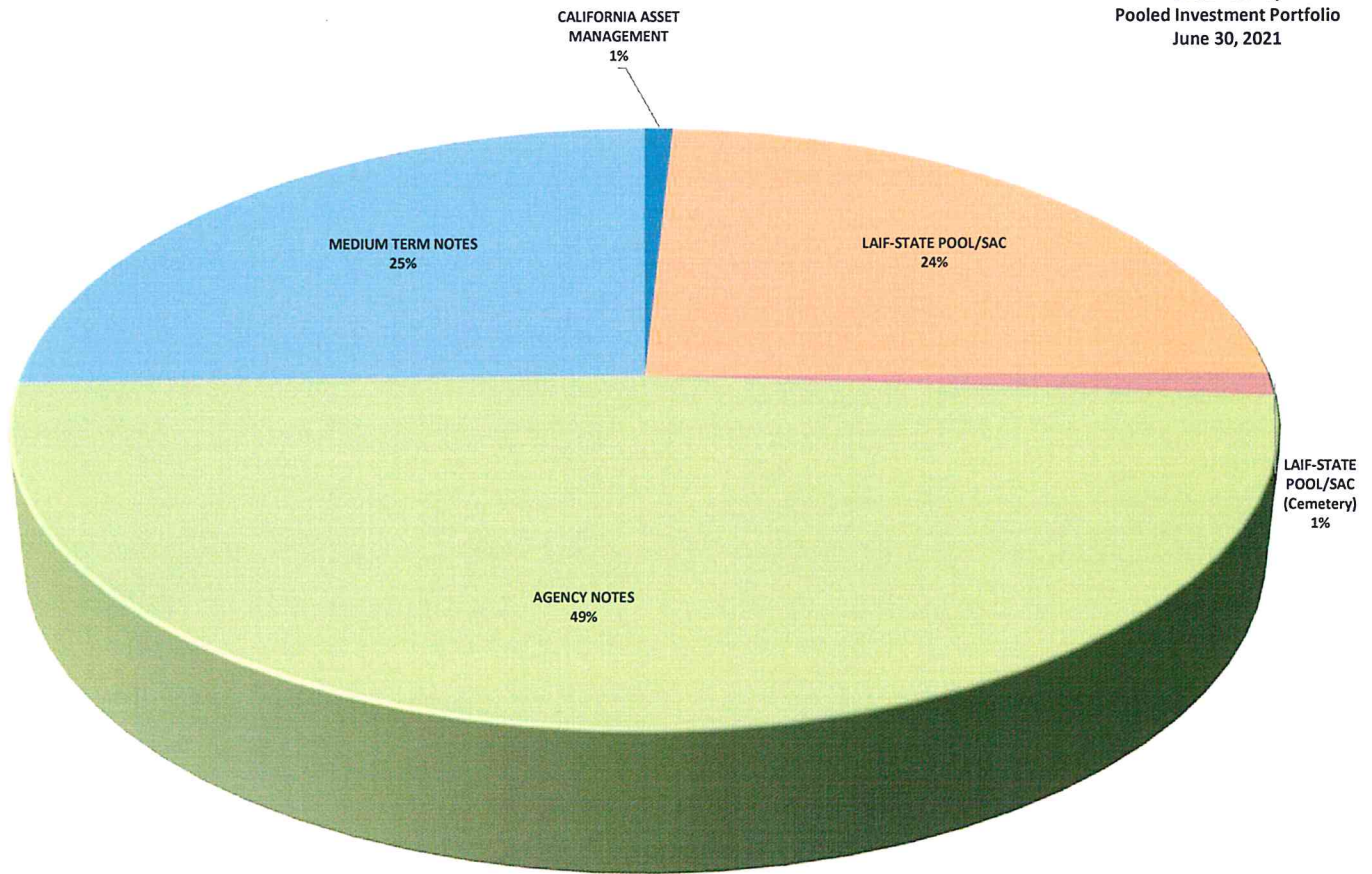
Investments are selected based on criteria contained in the Sutter County Investment Policy, which emphasizes safety, liquidity, yield and diversification. Therefore, the interest rates will fluctuate, and the types of investments will vary depending upon county needs and market availability on a particular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

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "C. Hernandez", is written over a horizontal line.

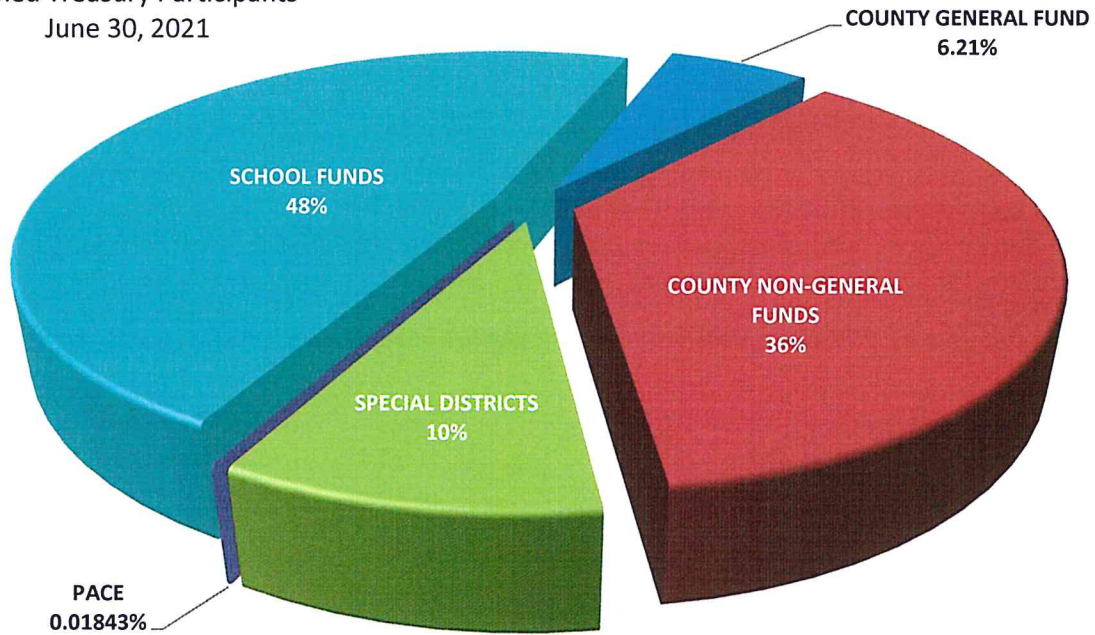
Christina N. Hernandez  
Acting Treasurer-Tax Collector

Sutter County  
Pooled Investment Portfolio  
June 30, 2021



	<u>BOOK VALUE</u>	<u>PERCENTAGE OF MANAGED PORTFOLIO</u>	<u>INVESTED % OF POOLED PORTFOLIO</u>	<u>AVERAGE DAYS TO MATURITY</u>	<u>AVERAGE YIELD</u>
CAMP	\$2,407,349.57	0.85%	0.86%	1	0.80%
LOCAL AGENCY INVESTMENT FUND (COUNTY)	68,250,363.33	24.03%	24.33%	1	0.44%
LOCAL AGENCY INVESTMENT FUND (CEMETERY)	3,454,325.85	1.22%	-	1	0.44%
MEDIUM TERM NOTES	71,898,688.47	25.32%	25.63%	1,174	1.62%
AGENCY NOTES	<u>138,000,577.23</u>	<u>48.59%</u>	<u>49.19%</u>	<u>1,391</u>	<u>2.86%</u>
<b>TOTAL MANAGED INVESTMENTS</b>	<b>\$284,011,304.45</b>	<b>100.00%</b>		<u>1,283</u>	<u>2.30%</u>
LESS: LAIF FUNDS NOT POOLED	<u>3,454,325.85</u>	<u>1.22%</u>			
<b>TOTAL POOLED INVESTMENTS</b>	<b><u>\$280,556,978.60</u></b>	<b><u>98.78%</u></b>	<b><u>100.00%</u></b>	<u>1,282</u>	<u>2.33%</u>

Sutter County  
Pooled Treasury Participants  
June 30, 2021



The Pooled Treasury is comprised of 345 separate funds representing the County's General Fund, County Non-General funds, special districts, school districts and funds collected and held for the various PACE programs that are authorized by the City of Yuba City.

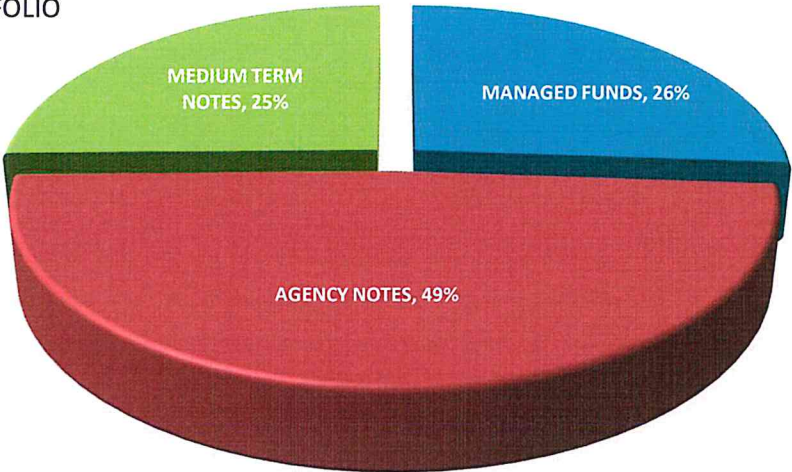
At the close of business June 30, 2021 pool participates' cash and investment balances consisted of the following:

COUNTY GENERAL FUND	2.52%
COUNTY NON-GENERAL FUNDS	40.05%
SPECIAL DISTRICTS	12.96%
SCHOOL FUNDS	44.38%

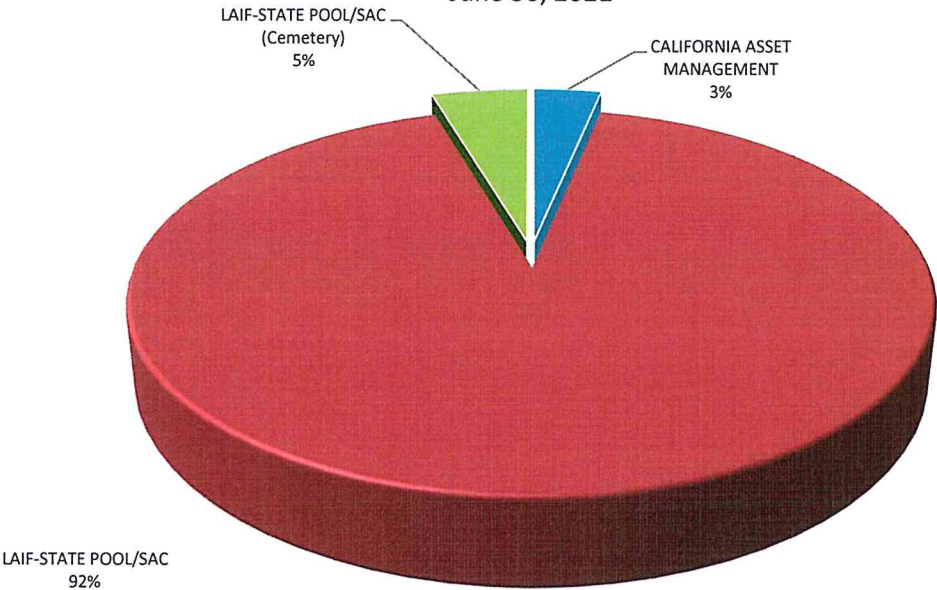
The pooled portfolio is comprised of three major classes of assets. At June 30, 2021 agency notes made up 49%, medium term notes represented 25% and funds under management within the Local Area Investment Fund (LAIF) and the California Asset Management Program (CAMP) completing the portfolio at 26%.

All assets are in compliance with the Sutter County Investment Policy and adhere to the requirements of California Government Code §53601-§53645 and §16429.1-§16429.3, which relate to the investing in the Local Area Investment Fund (LAIF)  
Within the three major classes of assets the portfolio is further diversified, again, operating within the constraints of California Government Code and the Sutter County Investment Policy. The following charts provide a quick glance of the make-up of each category.

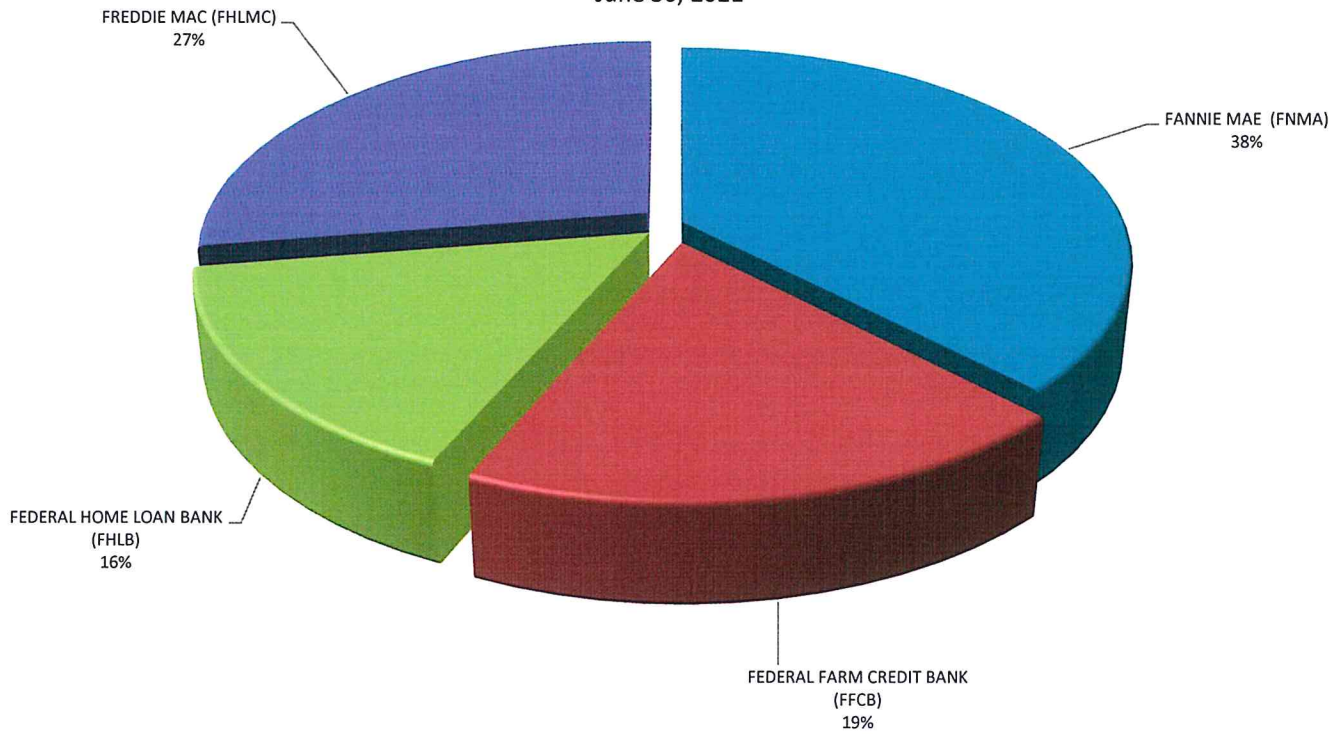
SUTTER COUNTY  
INVESTMENT PORTFOLIO  
CATAGORIES  
JUNE 30, 2021



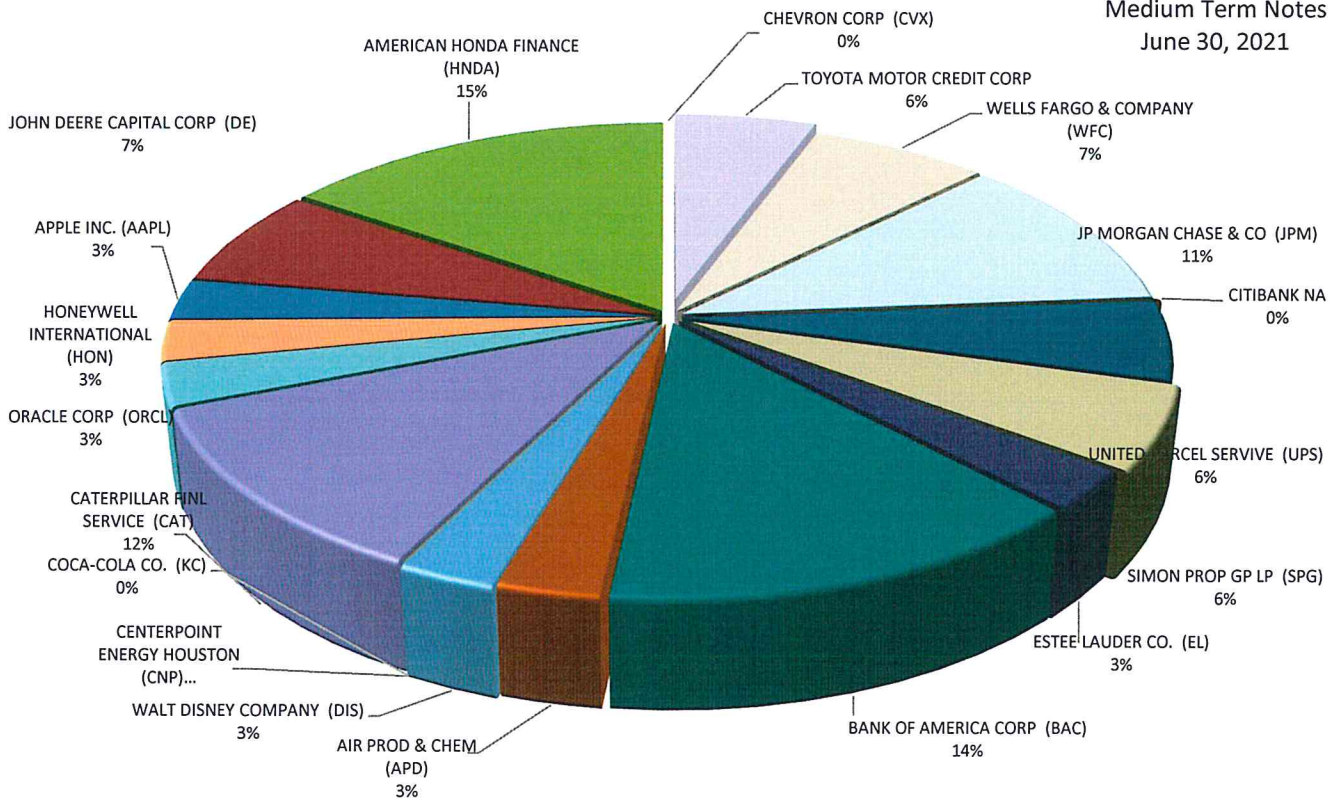
Sutter County  
Managed Funds  
June 30, 2021



Sutter County  
Agency Notes  
June 30, 2021

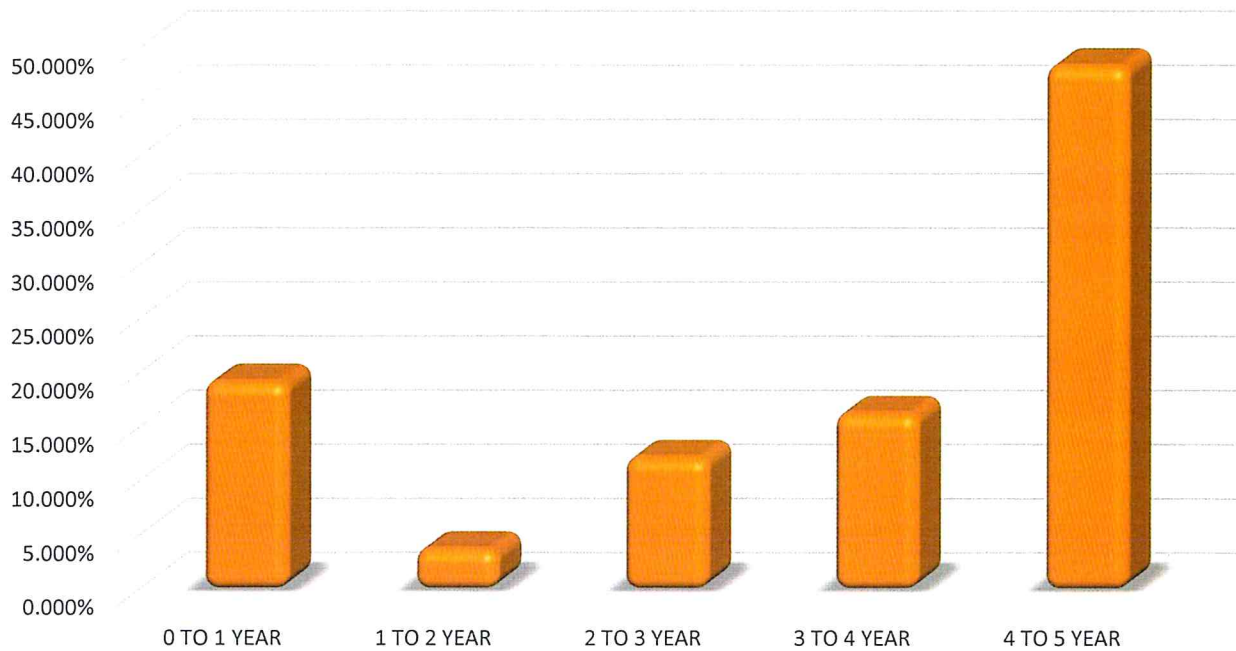


Sutter County  
Medium Term Notes  
June 30, 2021



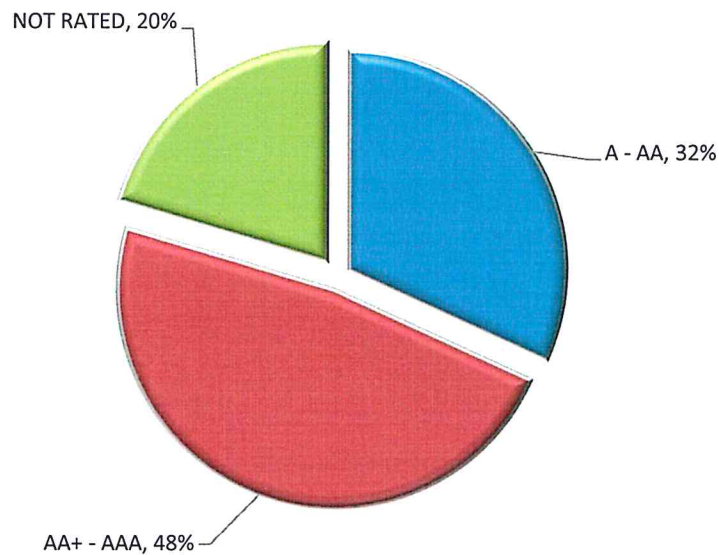
All investments conform to California Government Code §56301 with maturities of no more than five years.

Sutter County  
Pooled Portfolio Aging  
June 30, 2021




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

Sutter County  
Pooled Portfolio Asset Ratings  
June 30, 2021




**SUTTER COUNTY**  
**INVESTMENT PORTFOLIO**  
**June 30, 2021**



TREASURY						DATE	DATE	TOTAL DAYS		
NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED	MATURES	INVESTED	CURRENT YIELD	RATE
MANAGED FUNDS										
2021-00A	CALIFORNIA ASSET MANAGEMENT	0	2,407,349.57	2,407,349.57	2,407,349.57	N/A	N/A	1	0.05000%	0.05000%
2021-00B	LAIF-STATE POOL/SAC	0	68,250,363.33	68,250,363.33	68,250,363.33	N/A	N/A	1	0.33000%	0.33000%
2021-00C	LAIF-STATE POOL/SAC (Cemetery)	0	3,454,325.85	3,454,325.85	3,454,325.85	N/A	N/A	1	0.33000%	0.33000%
TOTAL MANAGED FUNDS			74,112,038.75	74,112,038.75	74,112,038.75					
AGENCIES NOTES										
2020-110	FEDERAL HOME LOAN BANK (FHLB)	3130AJSF7	1,000,000.00	999,970.00	1,000,000.00	07/08/20	01/08/25	1,645	0.65562%	0.65000%
20219	FEDERAL HOME LOAN BANK (FHLB)	3130AKJR8	4,000,000.00	3,934,840.00	4,000,000.00	12/16/20	12/16/25	1,826	0.57956%	0.57000%
2016-169/172	FEDERAL FARM CREDIT BANK (FFCB)	3133EGL60	3,998,917.85	4,027,920.00	4,000,000.00	11/29/16	11/29/21	1,826	1.73825%	1.76000%
2020-159	FEDERAL FARM CREDIT BANK (FFCB)	3133EL4W1	3,996,658.59	3,932,240.00	4,000,000.00	09/04/20	08/25/25	1,816	0.62076%	0.61000%
2020-169	FEDERAL FARM CREDIT BANK (FFCB)	3133EMBE1	1,999,214.12	1,991,740.00	2,000,000.00	09/30/20	03/28/24	1,275	0.30052%	0.30000%
20196	FEDERAL FARM CREDIT BANK (FFCB)	3133EMGF3	1,998,765.47	1,991,920.00	2,000,000.00	11/16/20	05/16/24	1,277	0.35101%	0.35000%
20208	FEDERAL FARM CREDIT BANK (FFCB)	3133EMHL9	1,999,838.28	1,996,920.00	2,000,000.00	12/03/20	11/30/23	1,092	0.31019%	0.31000%
20204	FEDERAL FARM CREDIT BANK (FFCB)	3133EMJC7	4,000,000.00	3,950,200.00	4,000,000.00	12/01/20	12/01/25	1,826	0.56971%	0.56000%
20217	FEDERAL FARM CREDIT BANK (FFCB)	3133EMKT8	4,000,000.00	3,936,800.00	4,000,000.00	12/17/20	12/17/25	1,826	0.54876%	0.54000%
20227	FEDERAL FARM CREDIT BANK (FFCB)	3133EMLR1	4,000,000.00	4,000,000.00	4,000,000.00	12/24/20	12/23/25	1,825	0.50964%	0.50000%
2020-002	FREDDIE MAC (FHLMC)	3134GUQ94	4,000,000.00	4,035,240.00	4,000,000.00	01/10/20	01/10/25	1,827	1.78121%	1.80000%
2020-179	FREDDIE MAC (FHLMC)	3134GW4Z6	4,000,000.00	3,950,880.00	4,000,000.00	10/27/20	10/27/25	1,826	0.55076%	0.54000%
2020-141	FREDDIE MAC (FHLMC)	3134GWKL9	2,000,000.00	1,987,160.00	2,000,000.00	08/12/20	08/12/25	1,826	0.60372%	0.60000%
2020-161	FREDDIE MAC (FHLMC)	3134GWP75	2,000,000.00	1,984,140.00	2,000,000.00	09/23/20	09/23/25	1,826	0.62632%	0.62500%
2020-168	FREDDIE MAC (FHLMC)	3134GWWS1	2,000,000.00	1,975,840.00	2,000,000.00	09/30/20	09/30/25	1,826	0.50397%	0.50000%
20197	FREDDIE MAC (FHLMC)	3134GXCH5	4,000,000.00	3,934,280.00	4,000,000.00	11/25/20	11/25/25	1,826	0.61026%	0.60000%
20198	FREDDIE MAC (FHLMC)	3134GXCS1	4,000,000.00	3,960,360.00	4,000,000.00	11/25/20	11/25/25	1,826	0.63125%	0.62500%
20201	FREDDIE MAC (FHLMC)	3134GXDM3	4,000,000.00	3,967,240.00	4,000,000.00	12/01/20	12/01/25	1,826	0.63022%	0.62500%
20218	FREDDIE MAC (FHLMC)	3134GXJH8	4,000,000.00	3,988,120.00	4,000,000.00	12/29/20	12/29/23	1,095	0.22029%	0.22000%
20221	FREDDIE MAC (FHLMC)	3134GXJJ4	4,000,000.00	3,977,880.00	4,000,000.00	12/28/20	06/28/24	1,278	0.32122%	0.32000%
20222	FREDDIE MAC (FHLMC)	3134GXJK1	4,000,000.00	3,975,400.00	4,000,000.00	12/30/20	09/30/24	1,370	0.36158%	0.36000%
20228	FANNIE MAE (FNMA)	3135G05X7	1,996,709.76	1,971,160.00	2,000,000.00	12/24/20	08/25/25	1,705	0.38073%	0.37500%
2020-180	FANNIE MAE (FNMA)	3135G06B4	2,000,000.00	1,979,560.00	2,000,000.00	10/22/20	10/22/25	1,826	0.56581%	0.56000%
20212	FANNIE MAE (FNMA)	3135G06K4	2,000,000.00	1,987,780.00	2,000,000.00	12/17/20	12/17/25	1,826	0.65524%	0.65000%
20231	FANNIE MAE (FNMA)	3135G06Q1	6,010,803.94	5,945,340.00	6,000,000.00	12/30/20	12/30/25	1,826	0.64577%	0.64000%
20210	FANNIE MAE (FNMA)	3135GA6J5	2,000,000.00	2,000,780.00	2,000,000.00	12/07/20	12/07/23	1,095	0.32020%	0.32000%
20224	FANNIE MAE (FNMA)	3135GAC25	4,000,000.00	3,978,640.00	4,000,000.00	12/24/20	09/24/24	1,370	0.31115%	0.31000%
2020-185	FANNIE MAE (FNMA)	3136G46K4	4,000,000.00	3,956,720.00	4,000,000.00	10/28/20	07/28/25	1,734	0.50541%	0.50000%
20190	FANNIE MAE (FNMA)	3136G46N8	4,000,000.00	3,964,360.00	4,000,000.00	11/02/20	10/29/25	1,822	0.60522%	0.60000%
2020-137	FANNIE MAE (FNMA)	3136G4C43	4,000,000.00	3,981,640.00	4,000,000.00	08/14/20	08/14/25	1,826	0.65295%	0.65000%
2020-136	FANNIE MAE (FNMA)	3136G4D75	4,000,000.00	3,941,880.00	4,000,000.00	07/30/20	07/29/25	1,825	0.60386%	0.60000%

**SUTTER COUNTY**  
**INVESTMENT PORTFOLIO**  
**June 30, 2021**



						DATE	DATE	TOTAL DAYS		
TREASURY									CURRENTLY	
NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED	MATURES	INVESTED	YIELD	RATE
2020-134	FANNIE MAE (FNMA)	3136G4G31	4,000,000.00	3,981,760.00	4,000,000.00	07/30/20	07/20/25	1,816	0.65277%	0.65000%
2020-140	FANNIE MAE (FNMA)	3136G4G98	2,000,000.00	1,986,880.00	2,000,000.00	08/12/20	08/12/25	1,826	0.56476%	0.56000%
2020-149	FANNIE MAE (FNMA)	3136G4H71	1,999,669.22	1,981,560.00	2,000,000.00	08/18/20	08/18/25	1,826	0.50565%	0.50000%
2017-022	FANNIE MAE (FNMA)	3136G4MQ3	2,000,000.00	2,030,840.00	2,000,000.00	03/29/17	03/29/22	1,826	2.12304%	2.17000%
2020-150	FANNIE MAE (FNMA)	3136G4N74	2,000,000.00	1,985,940.00	2,000,000.00	08/21/20	08/21/25	1,826	0.56486%	0.56000%
2020-155	FANNIE MAE (FNMA)	3136G4X32	2,000,000.00	1,986,520.00	2,000,000.00	08/26/20	08/26/25	1,826	0.60380%	0.60000%
2020-123	FANNIE MAE (FNMA)	3136G4ZR7	4,000,000.00	3,985,840.00	4,000,000.00	07/21/20	07/21/25	1,826	0.70020%	0.70000%
21040	FEDERAL HOME LOAN BANK (FHLB)	3130AM5V0	4,000,000.00	3,994,880.00	4,000,000.00	04/30/21	04/30/26	1,826	1.10000%	1.10000%
21045	FEDERAL HOME LOAN BANK (FHLB)	3130AMCE0	2,000,000.00	1,990,660.00	2,000,000.00	05/12/21	05/12/26	1,826	1.05000%	1.05000%
21050	FEDERAL HOME LOAN BANK (FHLB)	3130AMKB7	4,000,000.00	3,994,680.00	4,000,000.00	05/26/21	05/26/26	1,826	1.05000%	1.05000%
21052	FEDERAL HOME LOAN BANK (FHLB)	3130AMMQ2	3,000,000.00	2,995,050.00	3,000,000.00	06/08/21	06/08/26	1,826	0.91000%	0.91000%
21054	FEDERAL HOME LOAN BANK (FHLB)	3130AMPJ5	2,000,000.00	1,993,720.00	2,000,000.00	06/16/21	06/16/26	1,826	0.95000%	0.95000%
21066	FEDERAL HOME LOAN BANK (FHLB)	3130AMT28	<u>2,000,000.00</u>	<u>1,998,280.00</u>	<u>2,000,000.00</u>	06/30/21	06/30/26	1,826	1.00000%	1.00000%
TOTAL AGENCY NOTES			138,000,577.23	137,113,560.00	138,000,000.00					
MEDIUM TERM NOTES										
2019-144	AIR PROD & CHEM (APD)	009158AV8	2,072,952.47	2,152,480.00	2,000,000.00	12/10/19	07/31/24	1,695	3.08989%	3.35000%
20230	AMERICAN HONDA FINANCE (HNDA)	02665WDL2	4,079,057.62	4,029,440.00	4,000,000.00	12/28/20	07/08/25	1,653	1.19346%	1.20000%
2020-166/176	AMERICAN HONDA FINANCE (HNDA)	02665WDN8	7,025,493.65	6,993,210.00	7,000,000.00	09/24/20	09/10/25	1,812	1.00682%	1.00000%
20220	APPLE INC. (AAPL)	037833DT4	2,048,994.28	2,023,940.00	2,000,000.00	12/16/20	05/11/25	1,607	1.11585%	1.12500%
20215	BANK OF AMERICA CORP (BAC)	06048WK41	3,996,446.16	3,837,480.00	4,000,000.00	12/10/20	11/25/25	1,811	0.66286%	0.65000%
20211	BANK OF AMERICA CORP (BAC)	06048WK58	4,000,000.00	3,942,480.00	4,000,000.00	12/18/20	12/18/23	1,095	0.40434%	0.40000%
20223	CATERPILLAR FINL SERVICE (CAT)	14912L5X5	2,159,821.60	2,159,880.00	2,000,000.00	12/16/20	11/24/23	1,073	3.43993%	3.75000%
2020-080	CATERPILLAR FINL SERVICE (CAT)	14912L6C0	2,122,263.33	2,154,360.00	2,000,000.00	05/01/20	06/09/24	1,500	3.03985%	3.30000%
20229	CATERPILLAR FINL SERVICE (CAT)	14913R2H9	4,034,396.92	3,978,160.00	4,000,000.00	12/28/20	11/13/25	1,781	0.81050%	0.80000%
20209	JOHN DEERE CAPITAL CORP (DE)	24422EVH9	1,007,108.38	1,006,860.00	1,000,000.00	12/04/20	07/05/23	943	0.69356%	0.70000%
21008	JOHN DEERE CAPITAL CORP (DE)	24422EVK2	3,999,779.77	3,962,800.00	4,000,000.00	02/01/21	01/15/26	1,809	0.71271%	0.50000%
21063	BANK OF AMERICA CORP (BAC)	06048WM49	2,000,000.00	1,990,000.00	2,000,000.00	06/15/21	06/15/26	1,826	1.00000%	1.00000%
2019-150	WALT DISNEY COMPANY (DIS)	254687FK7	1,987,355.50	2,068,120.00	2,000,000.00	12/10/19	08/30/24	1,725	1.68735%	1.75000%
2019-143	ESTEE LAUDER CO. (EL)	29736RAN0	2,003,767.88	2,090,220.00	2,000,000.00	12/10/19	12/01/24	1,818	1.90616%	2.00000%
2020-096	HONEYWELL INTERNATIONAL (HON)	438516CB0	2,037,013.63	2,038,780.00	2,000,000.00	06/04/20	06/01/25	1,823	1.32424%	1.35000%
2019-136	JP MORGAN CHASE & CO (JPM)	48128GM49	4,000,000.00	3,991,280.00	4,000,000.00	11/19/19	11/27/24	1,835	2.29548%	2.30000%
2020-153	JP MORGAN CHASE & CO (JPM)	48128GV98	2,000,000.00	1,934,700.00	2,000,000.00	08/28/20	08/28/25	1,826	0.77408%	0.75000%
20225	JP MORGAN CHASE & CO (JPM)	48128GY53	2,000,000.00	1,908,380.00	2,000,000.00	12/22/20	12/22/25	1,826	0.83999%	0.82500%
2020-093	ORACLE CORP (ORCL)	68389XB71	2,107,831.29	2,101,580.00	2,000,000.00	06/01/20	04/01/25	1,765	2.36561%	2.50000%
2019-123	SIMON PROP GP LP (SPG)	828807CR6	4,161,301.22	4,287,840.00	4,000,000.00	11/01/19	02/01/24	1,553	3.47123%	3.75000%
2020-079	TOYOTA MOTOR CREDIT CORP	89236TDK8	2,039,642.69	2,083,020.00	2,000,000.00	05/01/20	10/18/23	1,265	2.14795%	2.25000%
2017-086	TOYOTA MOTOR CREDIT CORP	89236TEA9	2,000,000.00	1,998,020.00	2,000,000.00	08/03/17	06/26/22	1,788	0.50365%	0.46788%

**SUTTER COUNTY**  
**INVESTMENT PORTFOLIO**  
**June 30, 2021**



TREASURY						DATE	DATE	TOTAL DAYS	CURRENTLY	
<u>NUMBER</u>	<u>INSTITUTION/BRANCH</u>	<u>CUSIP</u>	<u>BOOK VALUE</u>	<u>MARKET VALUE</u>	<u>PAR VALUE</u>	<u>INVESTED</u>	<u>MATURES</u>	<u>INVESTED</u>	<u>YIELD</u>	<u>RATE</u>
2019-122	UNITED PARCEL SERVICE (UPS)	911312BT2	4,015,462.08	4,191,720.00	4,000,000.00	11/01/19	09/01/24	1,766	2.09072%	2.20000%
2017-071	WELLS FARGO & COMPANY (WFC)	95000N2L2	2,000,000.00	1,996,280.00	2,000,000.00	06/27/17	06/27/22	1,826	0.95422%	0.93325%
2020-074	WELLS FARGO & COMPANY (WFC)	95001D6U9	1,000,000.00	995,410.00	1,000,000.00	04/30/20	04/30/23	1,095	2.13869%	2.15000%
2020-075	WELLS FARGO & COMPANY (WFC)	95001D6W5	<u>2,000,000.00</u>	<u>2,001,480.00</u>	<u>2,000,000.00</u>	04/30/20	04/30/25	<u>1,826</u>	<u>2.48744%</u>	<u>2.50000%</u>
TOTAL MEDIUM TERM NOTES			<u>71,898,688.47</u>	<u>71,917,920.00</u>	<u>71,000,000.00</u>					
							AVERAGE	<u>1,610</u>	<u>0.99879%</u>	<u>1.01618%</u>
TOTAL POOL INVESTMENTS			<u>284,011,304.45</u>	<u>283,143,518.75</u>	<u>283,112,038.75</u>					

Transactions  
For the Month ended

June 30, 2021

Treasury Number	CUSIP CONF#	Settlement Date	Broker	Asset	Rate / COUPON	Purchase at Cost	Sale / Call	Maturities	Coupon Received
<b>MANAGED FUNDS</b>									
21057	1636216	6/1/2021	LAIF	LAIF	0.3300%		4,000,000.00		
21058	1636402	6/3/2021	LAIF	LAIF	0.3300%		6,000,000.00		
21059	1636584	6/7/2021	LAIF	LAIF	0.3300%		5,000,000.00		
21060	STMT	6/7/2021	CAMP	CAMP	0.0500%	110.20			110.20
21061	1636758	6/10/2021	LAIF	LAIF	0.3200%		8,000,000.00		
21062	1636926	6/14/2021	LAIF	LAIF	0.3200%		5,000,000.00		
21064	1677481	6/25/2021	LAIF	LAIF	0.3100%	10,000,000.00			
21065	1677589	6/28/2021	LAIF	LAIF	0.3100%	20,000,000.00			
						<u>30,000,110.20</u>	<u>28,000,000.00</u>		<u>110.20</u>

**PURCHASES/SALES/CALLS/MATURITIES**

21052	3130AMMQ	6/8/2021	PURCHASE	FEDERAL HOME LOAN BANK (FHLB)	0.9100%	3,000,000.00			
2016-078	94986RN31	6/7/2021	CALL	WELLS FARGO CO	1.1755%			2,000,000.00	5,877.50
21063	06048WM4	6/15/2021	PURCHASE	BANK OF AMERICA CORP	1.0000%	2,000,000.00			
21054	3130AMPJ5	6/16/2021	PURCHASE	FEDERAL HOME LOAN BANK (FHLB)	0.9500%	2,000,000.00			
2020-103	3136G4XE8	6/22/2021	CALL	FNMA	0.5200%		2,000,000.00		5,200.00
2019-158	3134GUD23	6/23/2021	CALL	FHLMC	1.8000%		3,000,000.00		27,000.00
2019-022	17325FAR9	6/23/2021	CALL	CITIBANK NA	0.7429%		2,001,231.05		2,517.54
2018-151	46647PAT3	6/18/2021	CALL	JP MORGAN CHASE	0.8000%		3,998,636.99		8,177.78
21066	3130AMT28	6/30/2021	PURCHASE	FEDERAL HOME LOAN BANK (FHLB)	1.0000%	2,000,000.00			
						<u>9,000,000.00</u>	<u>10,999,868.04</u>	<u>2,000,000.00</u>	<u>48,772.82</u>

**COUPONS**

20210	3135GA6J5	6/7/2021		FEDERAL NATL MTG ASSN	3.2000%				3,200.00
2020-080	14912L6C0	6/9/2021		CATERPILLAR FINL SVCS CORP	3.3000%				33,000.00
20219	3130AKJR8	6/16/2021		FEDERAL HOME LN BK	0.5700%				11,400.00
20212	3135G06K4	6/17/2021		FANNIE MAE	0.6500%				6,500.00
20217	3133EMKT8	6/17/2021		FEDERAL FARM CREDIT BANK	0.5400%				10,800.00
20211	06048WK58	6/18/2021		BANK AMER CORP	0.4000%				4,000.00
20225	48128GY53	6/22/2021		JP MORGAN CHASE	0.8250%				8,250.00
20224	3135GAC25	6/24/2021		FEDERAL NATL MTG ASSN	0.3100%				6,200.00
20227	3133EMLR1	6/23/2021		FEDERAL FARM CR BKS	0.5000%				10,000.00
2017-071	95000N2L2	6/28/2021		WELLS FARGO & CO	0.8460%				4,465.00
20221	3134GXJ4	6/28/2021		FEDERAL HOME LN MTG	0.3200%				6,400.00
20218	3134GXJH8	6/29/2021		FEDERAL HOME LN MTG	0.2200%				4,400.00
2017-086	89236TEA9	6/29/2021		TOYOTA MTR CR COR	0.4430%				2,215.00
20231	3135G06Q1	6/30/2021		FEDERAL NATL MTG ASSN	0.6400%				19,200.00
20222	3134GXJK1	6/30/2021		FEDERAL HOME LN MTG CO	0.3600%				7,200.00
Total coupons from bonds									<u>137,230.00</u>
Total coupons received this period									<u>186,113.02</u>

Total portfolio activity	<u>39,000,110.20</u>	<u>38,999,868.04</u>	<u>2,000,000.00</u>
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**Reconciliation**

Total Change due to activity		(1,999,757.84)
Net accretion and amortization of premiums and discounts		(74,172.96)
Portfolio balance	May 31, 2021	<u>286,085,235.25</u>
Total Pool Portfolio	June 30, 2021	<u>284,011,304.45</u>

Agenda Item No. 9.3\_\_\_\_

BOARD AGENDA ITEM: Quarterly Report of Surplus Property

BOARD MEETING DATE: September 8, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

\_\_\_\_\_ Action

Mayra Bautista

X Reports/Presentation

SUBMITTED BY:

\_\_\_\_\_ Information

Ron Sherrod

\_\_\_\_\_ Public Hearing

PRESENTING TO BOARD:

\_\_\_\_\_ Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

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

## SUTTER COUNTY SUPERINTENDENT OF SCHOOLS SURPLUS REQUEST FORM

DATE: 08/10/21

PREPARED BY: Mayra Bautista

TURNED IN TO DIRECTOR OF INT. BUS.: 8/10/21

E-WASTE PICK UP DATE:

Reviewed by Asst Superintendent:

Reviewed by Cabinet:

Reviewed by Board:

Deliver to Director FMOF:

*RS* 8-17-21  
*TR* 8-18-21

ASSET TAG	DEPT	DESCRIPTON	* SERIAL #	* MFR	* MODEL	** CONDITION	Purchase Date or Age	EST.VALUE	NOTES
001964	Special Ed.	Laptop - HP	CNU8430P53	Hewlett-Packard	Compaq 6710b	Obselete	11/10/2008		
001999	Outdoor Ed.	Laptop - HP	CNU9201ZDC	Hewlett-Packard	Compaq 6730b	Obselete	06/01/2009		
002529	Outdoor Ed.	Desktop Computer - HP	MXL946182W	Hewlett-Packard	6000 Pro	Obselete	05/12/2009		
002531	Outdoor Ed.	Desktop Computer - HP	2AU9431VD1	Hewlett-Packard	6000 Pro	Obselete	12/17/2009		
002580	Outdoor Ed.	Desktop Computer - HP	MXL1061CDR	Hewlett-Packard	Compaq 8100 Elite	Obselete	03/03/2011		
002582	Special Ed.	Laptop - HP	CNU1011TWC	Hewlett-Packard	Mini 5103	Obselete	03/10/2011		
002835	Special Ed.	Tablet - Apple	DLXFFNNVDFHY	Apple Computer Inc.	IPAD 32GB A1395 (BV RM:PSC3	Obselete			
002906	Special Ed.	Desktop Computer - HP		Hewlett-Packard	Compaq 8300 Elite	Obselete			
002911	Special Ed.	Laptop - HP	5CB34301BR	Hewlett-Packard	Probook 6570B	Obselete	12/31/2013		
002937	Business Internal	Desktop Computer - Dell	89PCD92	Dell	OptiPlex 9020	Obselete	03/03/2016		
002938	Adult Ed	Desktop Computer - Dell	8BQBD92	Dell	OptiPlex 9020	Obselete	03/03/2016		
002942	Adult Ed	Desktop Computer - Dell	5P0SFB2	Dell	Optiplex 9020	Obselete	04/04/2016		
002944	Special Ed.	Tablet - Misc	018391661253		Microsoft Surface Pro 4	Obselete	04/04/2016		
002946	Business Internal	Desktop Computer - Dell	BC0PBB2	Dell	OptiPlex 7040	Obselete	04/27/2016		
002947	Adult Ed	Desktop Computer - Dell	90FB8C2	Dell	Desktop Computer - Dell	Obselete	05/25/2016		
002948	Adult Ed	Desktop Computer - Dell	90XL8C2	Dell	OptiPlex 7040	Obselete	05/24/2016		
002951	Adult Ed	Desktop Computer - Dell	FRCOQ52	Dell	OptiPlex 7040	Obselete	05/24/2016		
002958	One Stop	Desktop Computer - Dell	3BGTGB2	Dell	OptiPlex 7040	Obselete	05/24/2016		
002963	Special Ed.	Laptop - Dell	78VSGC2	Dell	Latitude E5550/5550 CTO	Obselete	06/23/2016		
002971	Special Ed.	Laptop - Dell	CVQ6LC2	Dell	Latitude E5550/5550 CTO	Obselete	07/12/2016		
002992	Business Internal	Copier/Printer	JME21425	Canon	IR ADV C5255	Obselete	05/17/2016		
002999	One Stop	Laptop - Dell	J6NCNC2	Dell	Latitude E5550/5550 CTO	Obselete	09/09/2016		
003367	Special Ed.	Tablet - Apple	DLXFK5GZDFHY	Apple Computer Inc.	IPAD 32GB A1395 (RM:32)	Obselete	06/09/2011		
003371	Special Ed.	Tablet - Apple	DLXFK3M2DFHY	Apple Computer Inc.	IPAD 32GB A1395 (RM:101)	Obselete	06/09/2011		
003380	Special Ed.	Tablet - Apple	DLXFK3TSDFHY	Apple Computer Inc.	IPAD 32GB A1395	Obselete	06/23/2011		
003393	Special Ed.	Tablet - Apple	DLXFK3GZDFHY	Apple Computer Inc.	IPAD 32GB A1395	Obselete	06/09/2011		
003395	Special Ed.	Tablet - Apple	DLXFK3TLDFHY	Apple Computer Inc.	IPAD 32GB A1395	Obselete	06/09/2011		
003476	One Stop	Desktop Computer - Dell	9LY4PS1	Dell	Optiplex 780	Obselete	05/22/2012		
003514	One Stop	Desktop Computer - Dell	CTFQS1	Dell	Optiplex 790	Obselete	06/07/2012		
003567	Special Ed.	Tablet - Apple	DMPK3MHVF183	Apple Computer Inc.	IPAD 32GB A1458	Obselete	03/14/2013		
003569	Special Ed.	Tablet - Apple	DMPK3Z3MF183	Apple Computer Inc.	IPAD 32GB A1458	Obselete	03/14/2013		
003571	Special Ed.	Tablet - Apple	DMPK3ZNZF183	Apple Computer Inc.	IPAD 32GB A1458	Obselete	03/14/2013		
003621	Special Ed.	Desktop Computer - Dell	7J0KN02	Dell	Optiplex 9020	Obselete	03/28/2014		
003626	Special Ed.	Desktop Computer - Dell	BF1KN02	Dell	Optiplex 9020	Obselete	03/28/2014		
003628	Special Ed.	Desktop Computer - Dell	1C1KN02	Dell	Optiplex 9020	Obselete	03/28/2014		
003630	Special Ed.	Desktop Computer - Dell	CV0KN02	Dell	Optiplex 9020	Obselete	03/28/2014		
003636	Special Ed.	Desktop Computer - Dell	CKH4202	Dell	Optiplex 9020	Obselete	04/02/2014		
003650	Adult Ed	Desktop Computer - Dell	791SN02	Dell	Optiplex 9020	Obselete	04/17/2014		
003652	Adult Ed	Desktop Computer - Dell	HK1SN02	Dell	Optiplex 9020	Obselete	04/15/2014		
003665	One Stop	Desktop Computer - Dell	HQ8TCZ1	Dell	Optiplex 9020	Obselete	02/11/2014		

003677	Technology	Laptop - Dell	3184645	Dell	Latitude E6420	Obselete	05/01/2014		
003682	Special Ed.	Laptop - Dell	49HSD12	Dell	LATITUDE E5540 (RM:32)	Obselete	05/29/2014		
003687	Special Ed.	Desktop Computer - Dell	2W50T12	Dell	Optiplex 9020	Obselete	07/01/2014		
003689	Special Ed.	Desktop Computer - Dell	HP50T12	Dell	Optiplex 9020	Obselete	07/01/2014		
003712	Special Ed.	Laptop - Dell	3CBKH12	Dell	Latitude E5540	Obselete	07/29/2014		
003715	Special Ed.	Laptop - Dell	GM3KH12	Dell	Latitude E5540	Obselete	07/29/2014		
003718	FRA	Desktop Computer - Dell	76VXS12	Dell	Optiplex 9020	Obselete	08/20/2014		
003725	SSO	Tablet - Apple	DMPNL0DVG5W1	Apple Computer Inc.	IPad Air 128 GB	Obselete	11/06/2014		
003727	Special Ed.	Electronics - Misc	K012FW18E0083		Smart Table 442l	Obselete	07/09/2014		
003730	Outdoor Ed.	Laptop - HP	353453673293	Hewlett-Packard	ProBook 6560B	Obselete	11/14/2014		
003732	SSO	Laptop - Dell	FZB8N12	Dell	Latitude E5540	Obselete	09/29/2014		
003750	Special Ed.	Laptop - Dell	ON93MT	Dell	Latitude E5540 (BV RM:K1)	Obselete	12/18/2014		
003801	HR	Tablet - Apple	DMPNVBUQGSVW	Apple Computer Inc.	IPad	Obselete	12/16/2014		
003811	Special Ed.	Desktop Computer - Dell	5S6CYQ1	Dell	OptiPlex 990	Obselete	01/21/2015		
003812	Special Ed.	Desktop Computer - Dell	5COV1R1	Dell	OptiPlex 990	Obselete	01/21/2015		
003813	Special Ed.	Desktop Computer - Dell	1B8DWR1	Dell	OptiPlex 990	Obselete	01/21/2015		
003814	Special Ed.	Desktop Computer - Dell	HS4VVR1	Dell	OptiPlex 990	Obselete	01/21/2015		
003815	Special Ed.	Desktop Computer - Dell	1B7DWR1	Dell	OptiPlex 990 (YCHS RM:721)	Obselete	01/21/2015		
003816	Special Ed.	Desktop Computer - Dell	5T3WSR1	Dell	OptiPlex 990 (YCHS RM:721)	Obselete	01/21/2015		
003823	Special Ed.	Desktop Computer - Dell	4CCFTR1	Dell	OptiPlex 990	Obselete	01/21/2015		
003824	Special Ed.	Desktop Computer - Dell	5DCV1R1	Dell	OptiPlex 990	Obselete	01/21/2015		
003828	Special Ed.	Desktop Computer - Dell	1B59WR1	Dell	OptiPlex 990	Obselete	01/21/2015		
003830	Special Ed.	Desktop Computer - Dell	3HBJYR1	Dell	OptiPlex 990	Obselete	01/21/2015		
003831	Special Ed.	Desktop Computer - Dell	FZ3C6V1	Dell	OptiPlex 990	Obselete	01/21/2015		
003832	Special Ed.	Desktop Computer - Dell	4F7CYR1	Dell	OptiPlex 990	Obselete	01/21/2015		
003843	Adult Ed	Desktop Computer - Dell	DF0JR22	Dell	OptiPlex 9020	Obselete	01/22/2015		
003927	ROP	Desktop Computer - Dell	BZYN052	Dell	OptiPlex 9020	Obselete	08/03/2015		
003935	Adult Ed	Desktop Computer - Dell	JWNP052	Dell	OptiPlex 9020	Obselete	08/12/2015		
003938	SELPA	Laptop - Dell	CLN4Z52	Dell	Latitude E5550	Obselete	08/12/2015		
003951	Adult Ed	Desktop Computer - Dell	2420C62	Dell	OptiPlex 9020	Obselete	09/10/2015		
003958	Special Ed.	Desktop Computer - Dell	8WTOW52	Dell	OptiPlex 9020	Obselete	09/23/2015		
003969	Business External	Desktop Computer - Dell	4565X52	Dell	OptiPlex 9020	Obselete	11/23/2015		
003973	Special Ed.	Laptop - Microsoft	113346354853	Microsoft	Surface Pro 4	Obselete	11/23/2015		
003974	Technology	Laptop - Dell	5GDHG72	Dell	Latitude Laptop	Obselete	11/19/2015		
003982	Adult Ed	Desktop Computer - Dell	7QYFMF2	Dell	OptiPlex 7040 SFF	Obselete	10/21/2016		
004255	One Stop	Copier/Printer	SKV03482		Canon Image Runner 3570	Obselete	12/13/2005		
004463	FRA	Desktop Computer - Dell	4P7DMF2	Dell	OptiPlex 7040 SFF	Obselete	12/19/2016		
004480	One Stop	Medical Equipment	697101145301		Patriot Electric Hospital Bed	Obselete	03/31/2016		
004485	Special Ed.	Desktop Computer - Dell	990SI5Q31	Dell	OptiPlex 990 SFF (YCHS RM:211)	Obselete	01/25/2017		
004488	Adult Ed	Laptop - Dell	65XQXF2	Dell	Latitude E5570	Obselete	02/24/2017		
004613	Technology	Laptop - Dell	6YHVTZ1	Dell	Training Laptop Latitude E5440	Obselete	05/02/2017		
004614	Technology	Laptop - Dell	6L8VVZ1	Dell	Training Laptop Latitude E5400	Obselete	05/02/2017		
004669	Business Internal	Desktop Computer - Dell	J5MXWK2	Dell	OptiPlex 7040	Obselete	08/21/2017		
004678	Adult Ed	Desktop Computer - Dell	455VW12	Dell	Optiplex 9020	Obselete	09/29/2017		
004680	Adult Ed	Desktop Computer - Dell	1NLWY12	Dell	Optiplex 9020	Obselete	09/29/2017		
004700	Special Ed.	Desktop Computer - Dell	BPZYSW1	Dell	Optiplex 7010	Obselete	07/28/2017		
004703	Special Ed.	Desktop Computer - Dell	GN0ZSW1	Dell	Optiplex 7010	Obselete	07/28/2017		
004704	Special Ed.	Desktop Computer - Dell	4960652	Dell	Optiplex 7010	Obselete	07/28/2017		
004705	Special Ed.	Desktop Computer - Dell	4896429	Dell	Optiplex 7010	Obselete	07/28/2017		
004707	Special Ed.	Desktop Computer - Dell	4G92XX1	Dell	Optiplex 7010	Obselete	07/28/2017		
004708	Special Ed.	Desktop Computer - Dell	JTQ1QW1	Dell	Optiplex 7010	Obselete	07/28/2017		
004714	Special Ed.	Desktop Computer - Dell	4931756	Dell	Optiplex 7010	Obselete	07/28/2017		

004717	Special Ed.	Desktop Computer - Dell	GNCXSW1	Dell	Optiplex 7010	Obselete	07/28/2017		
004721	Special Ed.	Desktop Computer - Dell	6ZW67Y1	Dell	Optiplex 7010	Obselete	07/28/2017		
004722	Special Ed.	Desktop Computer - Dell	GDG78Z1	Dell	Optiplex 7010	Obselete	07/28/2017		
004724	Special Ed.	Desktop Computer - Dell	C9PKHX1	Dell	Optiplex 7010	Obselete	07/28/2017		
004725	Special Ed.	Desktop Computer - Dell	72747Y1	Dell	Optiplex 7010	Obselete	07/28/2017		
004732	TCIP	Laptop - Dell	7F21NH2	Dell	Latitude 5580	Obselete	10/24/2017		
004817	Special Ed.	HP Probook	5CG81660TJ	HP	HP Probook 650 G2	Obselete	07/12/2018		
005054	Special Ed.	Chromebook	5CD8241TXF	HP	HP Chromebook	Obselete	04/10/2019		
005194	Special Ed.	Tablet - Misc	012132551153		Microsoft Surface Pro 3 (BV RM:A	Obselete	07/15/2015		
	One Stop	Medical Exam table				Obselete			

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BOARD AGENDA ITEM: Facilities Update

BOARD MEETING DATE: September 8, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☐ Action

Ron Sherrod

☐ Reports/Presentation

SUBMITTED BY:

☒ 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.