

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Sutter County Office of Education

Contact Name and Title

Christine McCormick, Ed.D.

Director - Student Support Services

Email and Phone

christinem@sutter.k12.ca.us

530-822-2914

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Feather River Academy (FRA), Fully Accredited by the Schools Commission of the Western Association of Schools and Colleges, is an alternative 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 consists of a county community school including an Independent Study Program (ISP). Feather River Academy and the Independent Study Program are 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, or are referred by courts or probation are served by Feather River Academy. The Independent Study Program is an option for FRA students who demonstrate a high degree of self motivation 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. It provides individual students with a choice of ways to acquire the values, skills and knowledge all students should gain as verified in a written agreement. Independent study can be a part of, be separate from, or be in addition to a regular classroom program. All programs work closely with students and parents to provide a focused instructional program that leads to graduation or eventual return to their home school. The enrollment at FRA fluctuates during

the school year between 50-100 students. Data collected is not always truly reflective 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 direct action or service. FRA doesn't expel pupils so there are not actions or services to address pupil expulsion rate.

2018- 19 update: The enrollment at FRA is declining. As a result, several meetings were held with a variety of stakeholders to develop a new model to serve expelled youth. That resulted in a staff reduction at FRA for the 2018-19 school year and the implementation of a bill back model to those districts who send students to FRA.

LCAP Highlights

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

- *Staff trained on the Nurtured Heart Approach
- *Purchase of additional Chromebooks

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

- *Staff training Nurtured Heart Approach
- *Integration of technology into multiple courses
- *Purchase and use of high interest social emotional learning ELA curriculum

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The students at Feather River Academy (FRA) come to school with needs beyond academic concerns. We have noticed an increase in the need for mental health services, homeless services and services to support families beyond educational needs. The need for increased services has led to discussions

about how to serve students whose needs are great within the school day. In addition to the environmental challenges, students are often severely credit deficient, missing basic skills and are often on probation or have other legal mandates. FRA has identified, with the input of stakeholders, the need to develop a comprehensive system of support for all students. FRA obtained a MTSS grant for \$50,000 and is using the Multi-tiered Systems of Support (MTSS) framework to align behavior and academic supports to ensure that all students are served based on an aligned data collection system. Curricular materials and instruction along with behavioral supports will be aligned to the MTSS framework as well as data collection.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

Performance Gaps

Academic Indicators: (Priorities 2 and 4)

Data is not provided regarding student performance by subgroup in core content areas via the California Dashboard for Alternative Programs. Local Data is available for both English Language Arts and Mathematics. The local data indicates gaps in the areas of mathematics, English Language Arts and support for English learners, foster youth, and socio-economically disadvantaged students. These gaps are often more difficult to address when student behavior gets in the way of learning. Additionally, the transitory nature of students in and out of FRA makes it difficult to have data that is specific to the current student population. Goals will be written to address the academic as well as the behavioral and social emotional needs of students at FRA.

Chronic Absenteeism: (Priority 5)

Attendance is a concern at FRA with a majority of all subgroups considered chronically absent. This data is not a surprise as many of our students are referred to us for attendance/SARB issues. The use of an attendance officer has provided additional support and he has conducted home visits in partnership with the probation department to address the issue of attendance and provide immediate transportation to school for students. FRA will continue to focus efforts on attendance by providing attendance incentives as well as increasing student engagement and relational capacity with students.

English Learner Progress (Priority 4)

The progress of our English Learners is of concern. The staff will continue to seek training and implement strategies to improve their academic achievement. The staff will also focus on reducing the number of long term English Learners and continue to provide additional staff one-on-one support to EL's, RFEP's and LTEL's.

Suspension Rate(Priority 6)

Suspension data is tracked in our student information system. For 2017-18 there were 11 students that committed offenses that resulted in suspension. This resulted in a suspension percentage of 16% a reduction from prior years. While this demonstrates a decrease in the number of students and days of suspension, this is an area of concern. Staff is continuing to pursue alternatives to suspension. The staff at FRA has participated in training on Trauma Informed Care, Capturing Kids Hearts and A Nurtured Heart Approach. However, there is still a concern that the overall disciplinary practices are punitive and are not restorative. Practices will be aligned to the Multi-tiered Systems of Support Framework (MTSS) to ensure that all students are served.

School Climate: (Priority 6)

The staff at FRA is working hard to build relational capacity with all students. This is an area of need as most students that come to FRA have not had a positive school experience and often have environmental factors such as drug and alcohol use as well as mental health concerns such as chronic sadness and suicide. A survey of students indicates that overall students feel that teachers care for them and that the school is a place that is supportive and inviting. The entire staff has attend training on The Nurtured Heart Approach and is developing relationships with Sutter/Yuba Behavioral Health and other partners to address the mental health and drug and alcohol concerns that are present. Community partnerships to help provide family supports and services for homeless families are constantly being explored.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

Additional training for staff on the needs of these specific types of students and align instructional practices to best support all learners.

Development of partnerships with local agencies to provide more services to students on the school site and within the school day to address drug, alcohol, mental health and homelessness. Increased collaboration with districts and local agencies to ensure that we are working together to support students with the greatest needs.

Increased opportunities for students to see beyond a high school diploma by providing mentoring services, career pathways, and opportunities to learn about available education options post high school.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$33,846,442

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$899,905
---	-----------

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The general fund operating expenses of the Sutter County Office of Education (SCSOS) are for programs and services beyond schools and students. Thus, a very large percentage of general fund expenditures are not appropriate to include in the LCAP. Examples include Career Technical Education, One Stop, Human Resources, Fiscal and Maintenance and Operations, Technology, SELPA, Special Education, and Educational Services departments.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year	\$9,200,409
---	-------------

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Provide interventions in areas of academic, social, emotional, behavior and attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Graduation Rates of expelled youth will increase by 1%

Actual

Baseline: 17%

Actual: 18 students graduated - a decrease from last year but enrollment has also dropped. This represents 3% of the enrollment of FRA as of 6/8/2018.

Expected

Students will be instructed in standards based materials by supporting teachers with instructional coaching

CAASPP Scores

ELA – 12.4%

Math – 7.1 %

Science – pilot baseline to be established in 2017-18 school year

Overall Chronic Absenteeism will decrease to 44.2% from a baseline of 45.2%

Decrease Truancy rates as self-reported in the California Healthy Kids Survey to 27% from a baseline of 29%

Actual

One teacher was supported with individualized instructional coaching

ELA - 13.6 met or exceeded standard

Math - 9.5% met or exceeded standard

Science- baseline year.

29.9% of students were identified as chronically absent

The CHKS survey was not administered in the 2017-18 school year so we are not able to report on this outcome.

However, a local survey was completed and overall students feel that FRA is a supportive and inviting place for students.

Expected

Decrease Chronic Absenteeism for all subgroups to:
 Black (non Hispanic) – 99% (Baseline - 100%)
 Foster- 99% (Baseline 100%)
 Hispanic – 53.9% (Baseline (54.9 %)
 Homeless – 82.3% (Baseline (83.3%)
 LEP – 32.3 % (Baseline 33.3%)
 Redesignated - 49 % (Baseline 50%)
 Socio-Economical – 49.6% (Socio-Economical - 49.6%)
 Special Education – 55.3% (Baseline 56.3%)

Increase access to technology in all classrooms by purchasing Chromebooks (baseline 60)

Decrease the number of Long Term English Learners from 33.3% to 32.3%

Maintain WASC Accreditation

Actual

Black (non Hispanic) –100%
 Foster- 100 %
 Hispanic – 36.4%
 Homeless – 60.0 %
 LEP – 20 %
 Redesignated - 11.1%
 Socio-Economical – 29.3 %
 Special Education – 16.7%

The current number of Chromebooks has increased to 72 from a baseline of 60.

80% (4) of the English Learners (9) are identified as long term English Learners

WASC Mid-Cycle Report was completed and the team visited on March 19, 2018. The official accreditation letter confirmed a continued accreditation with a required progress report and one-day visit.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1**Planned Actions/Services**

Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement, school culture and good instruction. Including a focus on ensuring that WASC accreditation is maintained by following and implementing the practices outlined in the Focus on Learning Schoolwide action plan.

Actual Actions/Services

Quality, ongoing professional development and collaboration via release time for staff was provided with a focus on student achievement, school culture and good instruction. WASC accreditation status was maintained by following and implementing the practices outlined in the Focus on Learning Schoolwide action plan.

Budgeted Expenditures

\$32,318
Unrestricted General Fund
1000,3000

Estimated Actual Expenditures

\$32,887
Unrestricted General Fund
1000,3000

Action 2**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Review current curriculum and make purchases as needed. Align instruction to state standards for ELA (including ELD), Math and NGSS. Review content frameworks and use the frameworks as guides to implement standards aligned and rigorous instruction. Ensure textbooks and other curricular items meet Williams Sufficiency requirements.

Instructional materials were purchased as follows:
 Calculators, Character Development and Leadership Textbooks, Follett Interactive Readers
 Professional learning provided to staff on utilization of the frameworks and the technology components of current curriculum.

\$14,898
 Unrestricted General Fund
 1000,3000, 4000

\$8,329
 Unrestricted General Fund
 1000,3000, 4000
 \$1,275
 Educator Effectiveness Funds
 5000

Action 3

Planned Actions/Services

Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.

Actual Actions/Services

Chromebooks were purchased to increase the number of available Chromebooks to 72 and technology was supported by IT staff and ES staff to ensure implementation and access. Software was purchased to support the independent study program and staff was trained on AERIES analytics.

Budgeted Expenditures

\$74,484
 Unrestricted General Fund
 (\$64,484)
 Lottery (\$6,000)
 5700,5800,4300

Estimated Actual Expenditures

\$77,550
 Unrestricted General Fund
 (\$68,101)
 Lottery (\$9,449)
 5700,5800,4300

Action 4**Planned Actions/Services**

Provide credit recovery opportunities via extended school year offerings for a week after each grading period and in June

Actual Actions/Services

Extended School Year was provided after each grading period and in June.

Budgeted Expenditures

\$23,833
Title 1 Part A
1000,3000

Estimated Actual Expenditures

\$14,833
Title 1 Part A
1000,3000

Action 5**Planned Actions/Services**

Master schedule course offerings will align with student needs to meet graduation requirements and designed to support the basic skills needs and interventions that support student achievement. Staff will be assigned to courses based on credentials held. If appropriately credentialed staff is not available efforts will be made to purchase services (i.e. online learning) to meet student credit needs.

Actual Actions/Services

Courses were created based on student graduation needs and the master schedule was developed. Staff were assigned to courses based on credentials held and all efforts were made to ensure that students credit needs were met.

Budgeted Expenditures

\$607,892
Unrestricted General Fund
(\$599,392)
Title 1 Part A (\$8,500)
1000,3000,5800

Estimated Actual Expenditures

\$619,376
Unrestricted General Fund
(\$612,870)
Title 1 Part A (\$6,506)
1000,3000,5800

Action 6**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Professional development and instructional coaching will be provided to staff to support the use of strategies to support English Learners, especially long-term English Learners, support the needs of RFEP students, foster youth, homeless and students who are victims of crime.

Staff attended professional learning events as follows;
 MTSS training
 CCIS Conference
 Aeries Conference
 Additionally, they had onsite professional development and coaching provide by the SCSOS Educational Services Department in the History and Social Science Framework, ELA/ELD, ELPAC. The SCSOS IPP department has a staff member that regularly checks in with foster and homeless youth and provides transition and other services. A probation officer has an office on the FRA campus and other officers are available as needed to support students who are victims of crime or have committed crimes.

duplicate - see goal 1, action 1

duplicate - see goal 1, action 1

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Instructional coaching for staff to support implementation of standards and common assessments

Instructional coaching was provided by the Educational Services staff at SCSOS in standards and common assessments.

duplicate see goal 1, action 1

duplicate see goal 1, action 1

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Utilize personalized learning plans which will be developed with students within the first week of attendance. These parent/student meetings provide an opportunity for additional parent involvement.

Personalized learning plans were developed for all students within the first week of school.

\$14,263
Unrestricted General Fund
1000, 3000

\$13,652
Unrestricted General Fund
1000, 3000

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students, provide intervention and prevention activities and improve stakeholder engagement.

Feather River Academy maintained staffing levels to ensure that students had access to the appropriate services, intervention and other activities to engage in school. This resulted in improved attendance and graduation for some students as well as credit completion resulting in graduation.

\$211,378
 Unrestricted General Fund (\$115,999)
 Title 1 Part A (\$26,707)
 College Readiness Block Grant (\$68,673)
 1000,2000,3000

\$212,285
 Unrestricted General Fund (\$118,809)
 Title 1 Part A (\$26,565)
 College Readiness Block Grant (\$66,911)
 1000,2000,3000

Action 10

Planned Actions/Services

Provide resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review.

Actual Actions/Services

Students at Feather River Academy have access to backpacks, bus passes and other school supplies to ensure they can attend school and be prepared to learn. The Director of Facilities meets regularly with the site administration to ensure that any facilities needs are addressed provocatively.

Budgeted Expenditures

\$8,000
 Unrestricted General Fund (\$3,000)
 Title 1 Part A (\$5000)
 4300, 5800

Estimated Actual Expenditures

\$7,500
 Unrestricted General Fund (\$3,500)
 Title 1 Part A (\$4,000)
 4300, 5800

Action 11

Planned Actions/Services

Increase ELD intervention materials as needed

Actual Actions/Services

No purchases were needed

Budgeted Expenditures

\$1,000
Unrestricted General Fund
4300

Estimated Actual Expenditures

0

Action 12

Planned Actions/Services

Improve relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis.

Actual Actions/Services

A receptionist that is bilingual serves as a point of contact for parents. She is proactive in her calls to parents to remind them of school events and serves as a translator, when needed, between staff, students and families. Contact is made on a regular basis to ensure families understand student progress and provide support as needed.

Budgeted Expenditures

Duplicate see goal 1, action 9

Estimated Actual Expenditures

Duplicate see goal 1, action 9

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This goal was implemented as outlined. By providing necessary supports to students and staff the outcomes at FRA improved. These actions allow the creation of a master schedule to meet student needs and support staff, professional learning, and curriculum to ensure students are able to participate in the courses necessary to receive a high school diploma.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall the actions and services articulated were effective. The school was able to offer courses and support to best serve the high need/high risk students that are served at FRA. Completion of the WASC report and the continued focus at FRA to support students to obtain their high school diploma are a highlight of the work that happens everyday on the FRA campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2 - \$5,385 less than budgeted
 Action 3 - \$3,066 more than budgeted
 Action 4 - \$12,066 less than budgeted
 Action 11 - \$1,000 less than budgeted
 This is due to the declining enrollment and other staffing changes at FRA.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Budgeted amounts will decrease for all actions for goal 1 based on declining enrollment and subsequent staff reductions. Actions will be modified under goal 1 to reflect enrollment changes.

Goal 2

Identify barriers and strategies to overcome those barriers to improve school environmental scales as reported in the California Healthy Kids Survey (CHKS) and support all students by creating a school climate that is safe.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 5

Local Priorities:

Annual Measurable Outcomes

Expected

Selected CHKS School Environmental Scales will increase by 2%
Baseline
Caring Adults – 26%
School connectedness – 31%
Academic Motivation – 16%

Decrease Suspension Rates by 2% (baseline 42%)

Actual

The CHKS survey was not conducted during the 17-18 school year but local survey data shows that students enjoy attending FRA and feel valued and connected on campus.

11 students were suspended in the 17-18 school year. A decrease from 22 students in the 16-17 school year.

Expected

Coordinate with County Probation to have dedicated services by a probation officer a minimum of 20 hours per week

Ensure implementation of The Nurtured Heart Approach in classrooms 4 classrooms

All facilities and materials will be maintained as “good” per Williams report

Actual

A county probation officer was on site a minimum of 20 hours each week.

A majority of the staff was certified in the Nurtured Heart Approach and it has been implemented school wide and NHA has been implemented in 5 classrooms.

All facilities and materials were maintained as "good" per Williams report

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Contribute to probation officer salary as needed.

Actual Actions/Services

A probation office was funded for the 17-18 school year.

Budgeted Expenditures

\$40,000
Unrestricted General Fund
5800

Estimated Actual Expenditures

\$40,000
Unrestricted General Fund
5800

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Attendance incentives will be used to increase ADA; motivational activities and incentives will be used to encourage students to come to school regularly.

Feather River Academy students were eligible to attend attendance field trips to the Exploratorium, Sky Zone, and Six Flags as well as participate in other campus activities such as Tye-Dye day and a Thanksgiving Feast.

\$15,000
Unrestricted General Fund
4300,5800

\$8,750
Unrestricted General Fund
4300,5800

Action 3

Planned Actions/Services

Staff training and instructional coaching to support implementation of Nurtured Heart Approach. All staff trained.

Actual Actions/Services

A majority of the staff was certified in the Nurtured Heart Approach and it has been implemented school wide and NHA has been implemented in 5 classrooms. This was partially funded by a MTSS grant that FRA received from the Orange County Office of Education.

Budgeted Expenditures

\$20,000
Title 1 Part A (\$8,796)
Unrestricted General Fund (\$11,204)
1000,2000,3000,5800

Estimated Actual Expenditures

\$27,600
Title 1 Part A (\$10,187)
MTSS Grant (\$4,367)
Unrestricted General Fund (\$10,404)
Title 2 (\$2,642)
1000,2000,3000,5800

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The goal was implemented as articulated and the Nurtured Heart Approach was implemented schoolwide to support all students. The grant funds that were awarded to FRA for the scale up of MTSS allowed an improved focus on access to services for all students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Staff received training and students were supported by the onsite probation officer as well as the incentive trips for attendance. The Nurtured Heart approach has been implemented school wide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences can be noted in Action 2 and Action 3. Action 2 showed a reduction of expenditures of \$6,250 due to lack of enrollment and which resulted in lower costs for incentives than originally budgeted. Action 3 spending was updated to include expenditures from the MTSS grant.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Enrollment has declined at FRA which has led to a decrease in funding. Due to that decrease action 1 will no longer be funded and action 2 cost less than anticipated. Changes to this goal/actions/services will be noted in goal 2.

Goal 3

All foster youth will receive improved academic and social-emotional support through the improved cross-systems communication and services with agencies and schools to increase identification and support for providing case management services to help close the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: 10

Local Priorities:

Annual Measurable Outcomes

Expected

5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.

The number of foster youth matched with mentors to promote college/career transition will increase from 10 to 11.

Actual

A survey was conducted in October of 2017. It was emailed to 47 participants and we received responses from six. Those who responded agree that the IPP staff is supporting the needs of students, however ,there is a need for continued training for staff.

There was no formal mentor program however, we supported six students with college/career transition during 1:1 educational case management meetings.

Expected

The IPP staff will meet with the Foster Youth Executive Advisory Council quarterly and provide quarterly updates to districts.

Actual

The Foster Youth Executive Advisory Council met twice during the 17-18 school year.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Ensure that all foster youth are identified and served by continuing with research-based programs to identify, engage and track all foster youth countywide and ensure appropriate placement.

Actual Actions/Services

170 Foster Youth were identified during the 17-18 school year and staff provide support to Foster Youth at their local school and/or social services as needed.

Budgeted Expenditures

\$41,568
Foster Youth State Grant
2000,3000

Estimated Actual Expenditures

\$123,003
Foster Youth State Grant
2000,3000

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Ensure staff who work with foster youth are aware of special needs and laws that pertain to them specifically utilizing professional development and training.

Staff attended two regional meetings, one state meeting along with monthly webinars to ensure that staff is aware of special needs and laws pertaining to foster youth.

Duplicated (Goal 3, Action 1, 3, 6)

Duplicated (Goal 3, Action 1, 3, 6)

Action 3

Planned Actions/Services

Make sure a connection exists for foster youth with a coach, tutor, and mentor directly. Mentors will be recruited and matched with foster youth as available.

Actual Actions/Services

A staff member was assigned to support the mentor program however, she took another position mid year. This, along with changes in the required outcomes of the grant reduced the expenditures. This action will be discontinued for the 18-19 LCAP.

Budgeted Expenditures

\$88,660
Foster Youth State Grant
2000,3000

Estimated Actual Expenditures

\$26,370
Foster Youth State Grant
2000,3000

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Update foster youth services by gathering data from child welfare, probation, mental health, and school districts to outline needed services. Continue to implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient, expeditious transfer of health and education records, and is updated on a regular basis to assure foster

Updates were obtained and then provided as needed to LEA's regarding foster youth and needed surveys. The coordinator attends two different local stakeholder meetings (FIT and CCR) to ensure there is ongoing communication between foster youth agencies and educational agencies.

Duplicated (Goal 3, Action 1 and 3)

Duplicated (Goal 3, Action 1 and 3)

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Connect to key stakeholders including social workers, attorneys, and mental health providers promoting communication and collaboration through the Foster Youth Local Advisory Group.

The Foster Youth Local Advisory Group met twice during the school year to review programs and outcomes as well as needed resources for Foster Youth in the community.

Duplicated (Goal 3, Action 1 and 3)

Duplicated (Goal 3, Action 1 and 3)

Action 6

Planned Actions/Services

Provide extra academic support with a mental health focus as agreed upon by the County Office and Districts in Sutter County, for additional support in improving academic achievement and establishing a one-on-one relationship with each foster youth.

Actual Actions/Services

The Pass program provided additional support to students. The staff member assigned to PASS left the program mid-year and we were unable to continue the service.

Budgeted Expenditures

\$54,758
Foster Youth State Grant
2000, 3000

Estimated Actual Expenditures

\$23,424
Foster Youth State Grant
2000,3000

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The goal was implemented as articulated. We missed a few of the markers set in outcomes but overall were able to serve our Foster Youth appropriately.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal was effective and communication between stakeholders is regular and informative but not as often as needed. The staff will develop a year long calendar and communicate it to stakeholders in a timely manner to ensure that we are providing the professional learning that has been requested by stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some staff left the department mid year which caused for change in actual expenditures vs budgeted for all actions. Funds were redirected to action one to support staff adjustments.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For the 2018-19 LCAP we will be adjust metrics to reflect alignment to goals submitted in the 2018-21 Foster Youth Services Coordinating Program application. Goals will also be adjusted to provide a more comprehensive outline of the services submitted in the grant. The new actions will be created under the existing goal and some actions will be modified or discontinued.

Goal 4

Expelled youth will satisfy the terms of the expulsion agreements and return to their home school or fulfill requirements for graduation at FRA.

State and/or Local Priorities addressed by this goal:

State Priorities: 9

Local Priorities:

Annual Measurable Outcomes

Expected

10% of expelled youth will return to their home schools or graduate from FRA.

A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement shall be monitored, and appropriate documentation maintained. This plan may involve: placement in FRA day program or independent study

Actual

Six students returned and 18 students graduated.

Plans were completed for all eligible students.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Update countywide expulsion plan and continue to monitor for effectiveness with all districts. Begin discussion regarding updates and revisions of the plan in the upcoming three-year cycle.

Actual Actions/Services

The plan has been updated and shared with all districts in Sutter County. The plan was updated after stakeholder input sessions from district superintendents as well as alternative education staff from district programs, the Director of Student Welfare and Attendance from Yuba City Unified School district and school counselors.

Budgeted Expenditures

\$7,845
Unrestricted General Fund
1000,2000,3000

Estimated Actual Expenditures

\$7,814
Unrestricted General Fund
1000,2000,3000

Action 2

Planned Actions/Services

Quarterly meetings will be held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.

Actual Actions/Services

The counselor and principal at FRA meet with students quarterly to review progress and discuss options and progress to meet the criteria for readmission to their district of residence.

Budgeted Expenditures

\$15,689
Unrestricted General Fund
1000,3000

Estimated Actual Expenditures

\$15,107
Unrestricted General Fund
1000,3000

Action 3

Planned Actions/Services

Each student who enrolls at Feather River Academy must attend an orientation with their parent(s)/guardian. One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is reviewed, and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.

Actual Actions/Services

All students enrolled at FRA attend an orientation session with the school counselor and/or school principal prior to their first day of attendance at FRA. Program placement and course enrollment is developed during that orientation.

Budgeted Expenditures

Duplicated (Goal 1, Action 9)

Estimated Actual Expenditures

Duplicated (Goal 1, Action 9)

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Meet with Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan.

The plan has been updated and shared with all districts in Sutter County. The plan was updated after stakeholder input sessions from district superintendents as well as alternative education staff from district programs, the Director of Student Welfare and Attendance from Yuba City Unified School district and school counselors.

\$7,731
Unrestricted General Fund
1000,3000

\$7,699
Unrestricted General Fund
1000,3000

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The expelled youth plan was updated and students attending FRA were connected immediately with a caring adult to develop their personal learning plan

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal was effective and students were served according to their individualized needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences noted

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Introduction

The intent of the Sutter County Superintendent of Schools is to gather input from all stakeholder groups including parents, teachers, administrators, bargaining units, local school district personnel, FRA School Site Council/parent advisory/DELAC, foster youth advocates and liaisons, community-based agencies, law enforcement, county government agencies and other partners that serve and support students served by the Sutter County Superintendent of Schools. The County Office LCAP was created with input from stakeholder groups obtained in a variety of settings, meetings and discussions throughout the school year.

How Data was Collected

Data was collected from stakeholders at Feather River Academy and from foster youth advocates. Stakeholder input was sought regarding programs and services during regular meetings with parents, COE staff, community-based agencies, law enforcement, county government agencies and other partners. The county board of education (CBE) was provided monthly reports on the progress of actions and services of the LCAP during monthly meetings.

With Whom did the COE Consult and When:

FRA Parents

Parent input provided at back-to-school night and the annual community dinner open house.

September 9, 2017 and May 17, 2018

School Site Council Meetings.

September 21, 2017, December 7, 2017, February 15, 2017

Parent discussion during all school meetings including but not limited to, parent conferences, IEP meetings, new student orientations and student planning meetings. August 2017- May 2018

California Healthy Kids Survey. September 2016

Community-Based Agencies and Other Partners

Foster Youth Liaison Meetings with district personnel at school sites. Weekly – September 2017- May 2018

Foster and Homeless Youth District Liaison training. October, 31, 2017, May 9, 2018

FIT Community Partner Meetings Second and Fourth Tuesday monthly August 2017 – June 2018

Superintendents Coordinating Council. monthly September 2017-June 2018

High School Superintendent FRA restructuring meetings: November 30, 2017, December 22, 2017, January 17, 2018, January 31, 2018, February 6, 2018, February 28, 2018, March 20, 2018 and May 15, 2018.

Expulsion Plan Revisions: Survey to Stakeholders - 10/27/2017, Meeting with Stakeholders - December 5, 2017, May 29, 2018; Plan review by Sutter COE Board of Education - June 20, 2018

COE Staff

Superintendents Cabinet. Two times per month July 2017 – June 2018

Consultation meetings with bargaining unit leadership. June 2017-May 2018

Monthly meeting with Foster Youth Coordinator. July 2017 – June 2018

Monthly meeting with FRA administrator. August 2017- June 2018

Special Education Staffing at Feather River Academy. Twice monthly August 2017– June 2018

FRA Staff meetings. Twice monthly August 2017 – June 2018

FRA Students

Personal interviews with students during orientation meetings, class schedule development and other times throughout the year to allow students to provide suggestions from students for serving students.

California Healthy Kids Survey. September 2016

Timeline for Stakeholder Engagement

Data collection as detailed above. July 2017- June 2018

Public Hearing. June 20, 2018

Board Approval: June 27, 2018

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Data was gathered and analyzed from all the stakeholders detailed above. The aggregated data was then used to prioritize the COE areas of focus that were then used to drive the development of LCAP goals, actions and services. The data collected from the annual update was used to adjust and refine these goals, actions and services to best meet the needs of the students served at Feather River Academy and supports to districts for Foster Youth. Feedback collected regarding school climate and culture and community need that was not measurable, but which, nevertheless was persuasive enough to drive some of the actions and services.

Stakeholder engagement related to the process for the annual review of the 2017-18 school year was incorporated as identified needs for revisions and adjustments. In addition, goals and aligned actions and services included in the 2017-18 LCAP were adjusted and amended accordingly. The annual update was positively impacted through stakeholder engagement insofar as progress reports were regular and ongoing throughout the school year as described above. Stakeholder input based on regular reviews of the data was integral to identifying areas where progress was deemed sufficient. In addition, a public hearing was held in which COE staff provided a detailed account of progress to the County Board of Education. This account specifically identified areas of strength and weakness. Areas of weakness were the target of direct discussion including how the LCAP goals, actions and services were adjusted to better meet the needs identified. As an example, the enrollment at FRA has dropped drastically since the development of the 2017-18 LCAP. This resulted in the development of several service models that were presented to the high school superintendents that directly influenced the changes to the LCAP to better estimate how funds are expended to serve the high risk students enrolled at FRA.

The 2018-19 LCAP has been written to be the best representation of the consistent goals of all the plans to honor the request of stakeholders. Due to the enrollment declines for FRA adjustments to staffing and services were made to attempt to balance the services students need and the funding received.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 1

Provide interventions in areas of academic, social, emotional, behavior and attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

Identified Need:

Increase in services to support at risk youth in credit completion, social/emotional and behavioral skills, school engagement, attendance (chronic absenteeism and truancy), English Learners, improve graduation rates, and decrease suspension. Improved instructional practices, implementation of WASC action plan, master schedule alignment, social emotional training and strategies supported by coaching for school engagement. Additionally, FRA will focus on continuing to implement practices and policies the support students who are homeless, foster youth and/or victims of crime.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<p>Graduation Rates of expelled youth will increase</p>	<p>17%</p>	<p>Increase 1 %</p>	<p>Increase 2%</p>	<p>Increase 3%</p>
<p>Students will be instructed in standards based materials by supporting teachers with instructional coaching</p>	<p>1 teacher</p>	<p>3 teachers</p>	<p>5 teachers</p>	<p>all teachers</p>
<p>CAASPP Scores will increase</p>	<p>ELA – 11.4% Math – 6.1 % Science – pilot baseline to be established in 2017-18 school year</p>	<p>ELA – 12.4% Math – 7.1% Science – baseline year</p>	<p>Continue review of materials presented to SBE for recommendation. Consider piloting materials ELA –13.4 % Math - 8.1% Science – baseline + 1 % ELA – 14.4% Math – 9.1 % Science – baseline + 1 %</p>	<p>ELA – 14.4% Math – 9.1 % Science – baseline + 1 %</p>
<p>Overall Chronic Absenteeism will decrease</p>	<p>45.2%</p>	<p>44.2%</p>	<p>43.2%</p>	<p>42.2%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease Truancy rates as self-reported in the California Healthy Kids Survey	29%	27%	25%	23%
Decrease Chronic Absenteeism for all subgroups	Black (non Hispanic) – 100% Foster- 100% Hispanic – 54.9% Homeless – 83.3% LEP – 33.3 % Redesignated - 50 % Socio-Economical – 50.6% Special Education – 56.3%	Black (non Hispanic) – 99% Foster- 99% Hispanic – 53.9% Homeless – 82.3% LEP – 32.3 % Redesignated - 49 % Socio-Economical – 49.6% Special Education – 55.3%	Black (non Hispanic) – 98% Foster- 98% Hispanic – 52.9% Homeless – 81.3% LEP – 31.3 % Redesignated - 48 % Socio-Economical – 48.6% Special Education – 54.3%	Black (non Hispanic) – 97% Foster- 97% Hispanic – 51.9% Homeless – 80.3% LEP – 30.3 % Redesignated - 47 % Socio-Economical – 47.6% Special Education – 53.3%
Increase access to technology in all classrooms	60 Chromebooks	90 Chromebooks	120 Chromebooks	150 Chromebooks

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the number of Long Term English Learners	33.3%	32.3%	31.3%	30.3%
Maintain WASC Accreditation	Schoolwide Action Plan	Implement and refine Schoolwide Action Plan One-day team revisit	Implement and refine Schoolwide Action Plan	Implement and refine Schoolwide Action Plan and begin Focus on Learning Self-Study Process in preparation for team visit

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement, school culture and good instruction. Including a focus on ensuring that WASC accreditation is maintained by following and implementing the practices outlined in the Focus on Learning Schoolwide action plan.

2018-19 Actions/Services

Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement, school culture and good instruction. Including a focus on ensuring that WASC accreditation is maintained by following and implementing the practices outlined in the Focus on Learning Schoolwide action plan.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	\$32,318	16,142	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	1000,3000	1000,3000	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

Review current curriculum and make purchases as needed. Align instruction to state standards for ELA (including ELD), Math and NGSS. Review content frameworks and use the frameworks as guides to implement standards aligned and rigorous instruction. Ensure textbooks and other curricular items meet Williams Sufficiency requirements.

2018-19 Actions/Services

Review current curriculum and make purchases as needed. Align instruction to state standards for ELA (including ELD), Math, NGSS and History/Social Science. Review content frameworks and use the frameworks as guides to implement standards aligned and rigorous instruction.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,898	\$30,829	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	1000, 3000, 4000	1000, 3000, 4000,5000	

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.

Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$74,484	68,101	
Source	Unrestricted General Fund (\$64,484) Lottery (\$6,000)	Unrestricted General Fund(\$64,960.13) Lottery (\$3,140.87)	
Budget Reference	5700,5800,4300	4000, 5000	

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide credit recovery opportunities via extended school year offerings for a week after each grading period and in June.

Provide credit recovery opportunities via extended school year offerings for a week after each grading period and in June

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,833	\$14,833	
Source	Title 1 Part A	Title I, Part A	
Budget Reference	1000, 3000	1000,3000	

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Master schedule course offerings will align with student needs to meet graduation requirements and designed to support the basic skills needs and interventions that support student achievement. Staff will be assigned to courses based on credentials held. If appropriately credentialed staff is not available efforts will be made to purchase services (i.e. online learning) to meet student credit needs.

Master schedule course offerings will align with student needs to meet graduation requirements and designed to support the basic skills needs and interventions that support student achievement. Staff will be assigned to courses based on credentials held. If appropriately credentialed staff is not available efforts will be made to purchase services (i.e. online learning) to meet student credit needs.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$607,892	\$298,628	
Source	Unrestricted General Fund (\$599,392) Title 1 Part A (\$8,500)	Unrestricted General Fund (\$ 305,128) Title I Part A (\$6,500)	
Budget Reference	1000,3000,5000	1000,3000,5000	

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Professional development and instructional coaching will be provided to staff to support the use of strategies to support English Learners, especially long-term English Learners, support the needs of RFEP students, foster youth, homeless and students who are victims of crime.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated (Goal 1 Action 1)		
Source	Duplicated (Goal 1 Action 1)		
Budget Reference	Duplicated (Goal 1 Action 1)		

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional coaching for staff to support implementation of standards and common assessments.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated (Goal 1, Action 1)		
Source	Duplicated (Goal 1, Action 1)		
Budget Reference	Duplicated (Goal 1, Action 1)		

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Utilize personalized learning plans which will be developed with students within the first week of attendance. These parent/ student meetings provide an opportunity for additional parent involvement.

Utilize personalized learning plans which will be developed with students within the first week of attendance. These parent/ student meetings provide an opportunity for additional parent involvement.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,263	\$13,710	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	1000,3000	1000,3000	

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students, provide intervention and prevention activities and improve stakeholder engagement.

Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students, provide intervention and prevention activities and improve stakeholder engagement.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$211,378	\$213,231	
Source	Unrestricted General Fund (\$115,999) Title 1 Part A (\$26,707) College Readiness Block Grant (\$68,673)	Unrestricted General Fund (\$145,374) Title 1 Part A (\$35,131) MTSS Grant (\$32,726)	
Budget Reference	1000,2000,3000	1000,2000,3000	

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review.

Provide resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$7,500	
Source	Unrestricted General Fund (\$3,000) Title 1 Part A (\$5000)	Unrestricted General Fund (\$3,500) Title 1 Part A (\$4000)	
Budget Reference	4300, 5800	4300,5800	

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase ELD intervention materials as needed

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$1,000		
Source	Unrestricted General Fund		
Budget Reference	4300		

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Improve relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated (Goal 1, Action 9)		
Source	Duplicated (Goal 1, Action 9)		
Budget Reference	Duplicated (Goal 1, Action 9)		

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 2

Identify barriers and strategies to overcome those barriers to improve school environmental scales as reported in the California Healthy Kids Survey (CHKS) and support all students by creating a school climate that is safe.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 5

Local Priorities:

Identified Need:

Suspension Rates:

The staff at FRA has participated in training on Trauma Informed Care, Capturing Kids Hearts and A Nurtured Heart Approach. However, there is still a concern that the overall disciplinary practices are still punitive and are not restorative. Suspension results calculate to a suspension rate of 42 % (42 students suspended for 99 days)

School Climate:

The staff at FRA is working hard to build relational capacity with all students. This is an area of need as most students that come to FRA have not had a positive school experience and often have environmental factors such as drug and alcohol use as well as mental health concerns such as chronic sadness and suicide. The most recent California Healthy Kids Survey Data (CHKS) reports gaps in environmental scales.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Selected CHKS School Environmental Scales will increase	Caring Adults – 26% School connectedness – 31% Academic Motivation – 16%	Caring Adults – 28% School connectedness – 33% Academic Motivation – 18%	Caring Adults – 30% School connectedness – 35% Academic Motivation – 20%	Caring Adults – 32% School connectedness – 37% Academic Motivation – 23%
Decrease Suspension Rates	42%	40%	38%	36%
Coordinate with County Probation to have dedicated services by a probation officer a minimum of 20 hours per week	20 hours per week	20 hours per week	20 hours per week	20 hours per week
Ensure implementation of The Nurtured Heart Approach in classrooms	2 classrooms	4 classrooms	6 classrooms	all classrooms

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Williams Compliance	All facilities and materials will be maintained as "good" per Williams report	Good	Good	Good

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Contribute to probation officer salary as needed.

No contribution will be made in 2018-19

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	0	
Source	Unrestricted General Fund	0	
Budget Reference	5800	0	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Attendance incentives will be used to increase ADA; motivational activities and incentives will be used to encourage students to come to school regularly.

Attendance incentives will be used to increase ADA; motivational activities and incentives will be used to encourage students to come to school regularly.

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$15,000

\$3,750

Year	2017-18	2018-19	2019-20
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	4300,5800	4300,5800	

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Staff training and instructional coaching to support implementation of Nurtured Heart Approach. All staff trained.

Staff training and instructional coaching to support implementation of Nurtured Heart Approach. Any new staff trained.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$27,458	
Source	Title 1 Part A (\$8,796) Unrestricted General Fund (\$11,204)	MTSS Grant (\$4,367) Title 1 Part A (\$10,187) Unrestricted General Fund (\$10,404) Title II (\$2,500)	
Budget Reference	1000,2000,3000,5800	1000,2000,3000,5800	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

All foster youth will receive improved academic and social-emotional support through the improved cross-systems communication and services with agencies and schools to increase identification and support for providing case management services to help close the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: 10

Local Priorities:

Identified Need:

2017-18 Sutter County has twelve districts that depend on the COE for support with services to identified foster youth. The Intervention and Prevention Programs (IPP staff) assist districts by providing training, and case management services by serving as “technical” experts in the service needs for foster youth with changes in laws this need is ongoing. The IPP staff also identified that foster youth would benefit from a mentoring program to help assist with college and career transition and connection with adults of common interest.

2018-19

Sutter County has twelve districts that depend on the COE for support with services to identified foster youth. The Intervention and Prevention Programs (IPP staff) assist districts by providing training, and case management services by serving as “technical” experts in the service needs for foster youth with changes in laws this need is ongoing.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Improve services to indicate improvement in county office support to districts for Foster Youth	4.55% (out of 5) report that the information they are receiving from the Intervention and Prevention staff will increase the quality of services to students and families. 26 respondents out of 28 surveyed	5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.	5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.	5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.

The number of foster youth matched with mentors to promote college/career transition will increase

2018-19 - this outcome is no longer relevant based on the changes to the Foster Youth Services Coordinating Program and direct services certification.

10 mentees/mentors

11 mentees/mentors

0 metric eliminated

0 metric eliminated

<p>The IPP staff will meet with the Foster Youth Executive Advisory Council quarterly and provide quarterly updates to districts</p>	<p>1 meeting</p>	<p>4 meetings</p>	<p>4 meetings</p>	<p>4 meetings</p>
<p>Foster Youth Liaison Training</p>	<p>No formal meeting structure</p>	<p>n/a</p>	<p>Create annual meeting calendar and conduct three formal training sessions in the Fall and three in the Spring.</p>	<p>Create annual meeting calendar and conduct three formal training sessions in the Fall and three in the Spring.</p>

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Foster Youth

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Ensure that all foster youth are identified and served by continuing with research-based programs to identify, engage and track all foster youth countywide and ensure appropriate placement.

Ensure that all FY are identified and served by continuing with research-based programs to identify, engage and track all FY countywide and ensure appropriate placement by the Intervention and Prevention Programs staff.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	\$41,568	\$173,871	
Source	Foster Youth State Grant	Foster Youth State Grant	
Budget Reference	2000,3000	2000,3000	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Foster Youth

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Ensure staff who work with foster youth are aware of special needs and laws that pertain to them specifically utilizing professional development and training.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated (Goal 3, Action 1)		
Source	Duplicated (Goal 3, Action 1)		
Budget Reference	Duplicated (Goal 3, Action 1)		

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Foster Youth

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Make sure a connection exists for foster youth with a coach, tutor, and mentor directly. Mentors will be recruited and matched with foster youth as available.

2018-19 Actions/Services

Ensure that foster youth who qualify for Transitioning Age Youth services are supported by the Intervention and Prevention Programs staff in the coordination of services from transitioning to college and career programs through our Educate*Advocate*Create program. This program provides assistance with planning development and accessing services with our partnering agencies, employment services, training and colleges for our foster youth to success after high school

2019-20 Actions/Services

N/A

graduation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$88,660	Duplicate (see goal 3, action 1)	
Source	Foster Youth State Grant	Duplicated (Goal 3, Action 1)	
Budget Reference	2000,3000	Duplicated (Goal 3, Action 1)	

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
Foster Youth	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Update foster youth services by gathering data from child welfare, probation, mental health, and school districts to outline needed services. Continue to implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient, expeditious transfer of health and education records, and is updated on a regular basis to assure foster youths' needs are being met.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Update FY services by gathering data from child welfare, probation, mental health, and school districts to identify and track the number of FY within our school systems. Ongoing discussions will include establishing a collaborative work between the Intervention and Prevention Programs staff and foster youth agencies/organizations, which will potentially lead into formal agreements. These agreements may include all mandates and entitlements afforded to foster youth, as well as best practices for implementation.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	Duplicated (Goal 3, Action 1 and 3)	Duplicated (Goal 3, Action 1)	
Source	Duplicated (Goal 3, Action 1 and 3)	Duplicated (Goal 3, Action 1)	
Budget Reference	Duplicated (Goal 3, Action 1 and 3)	Duplicated (Goal 3, Action 1)	

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Foster Youth

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

Connect to key stakeholders including social workers, attorneys, and mental health providers promoting communication and collaboration through the Foster Youth Local Advisory Group.

2018-19 Actions/Services

Continue to hold FYSCP Executive Advisory Council meetings, which the main responsibility is to provide guidance, work in partnerships and to improve system coordination efforts to support the IPP FYSCP program to comply with EC 42920-42926.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated (Goal 3, Action 1 and 3)	Duplicated (Goal 3, Action 1)	
Source	Duplicated (Goal 3, Action 1 and 3)	Duplicated (Goal 3, Action 1)	
Budget Reference	Duplicated (Goal 3, Action 1 and 3)	Duplicated (Goal 3, Action 1)	

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Foster Youth

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide extra academic support with a mental health focus as agreed upon by the County Office and Districts in Sutter County, for additional support in improving academic achievement and establishing a one-on-one relationship with each foster youth.

Ensure that each school district and school site has foster youth liaison identified and trained.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$54,758	Duplicate (Goal 3, action 1)	
Source	Foster Youth State Grant	Duplicate (Goal 3, action 1)	
Budget Reference	2000, 3000	Duplicate (Goal 3, action 1)	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

Expelled youth will satisfy the terms of the expulsion agreements and return to their home school or fulfill requirements for graduation at FRA.

State and/or Local Priorities addressed by this goal:

State Priorities: 9

Local Priorities:

Identified Need:

FRA serves the students that are expelled in grades 7-12 for the districts in Sutter County. The current expulsion plan that outlines the coordinated services for expelled youth is updated every three years and revisited annually. Reentry plans are developed in conjunction with students, parents, teachers and appropriate school personnel. Currently four students returned to their district by completing a reentry plan and four graduated from FRA.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

10% of expelled youth will return to their home schools or graduate from FRA.

12 %
Sixty-eight enrolled
Four returned
Four graduated

Greater than 10%

Greater than 10%

Greater than 10%

A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement shall be monitored, and appropriate documentation maintained. This plan may involve: placement in FRA day program or independent study

Plans completed for all eligible students

Plans completed for all eligible students

Plans completed for all eligible students

Plans completed for all eligible students

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Update countywide expulsion plan and

Monitor for effectiveness of countywide

N/A

continue to monitor for effectiveness with all districts. Begin discussion regarding updates and revisions of the plan in the upcoming three-year cycle.

expulsion plan. Maintain data regarding changes, updates and revisions of the plan for the upcoming three-year cycle.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,845	\$7,944	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	1000, 2000, 3000	1000,2000, 3000	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Quarterly meetings will be held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.

Quarterly meetings will be held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,689	\$15,081	
Source	Unrestricted General Fund	Unrestricted General Fund	

Budget Reference

1000, 3000

1000,3000

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Each student who enrolls at Feather River Academy must attend an orientation with their parent(s)/guardian. One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is reviewed, and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated (Goal 1, Action 9)		
Source	Duplicated (Goal 1, Action 9)		
Budget Reference	Duplicated (Goal 1, Action 9)		

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Meet with Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan.

Meet with Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$7,731

\$7,827

Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	1000, 3000	1000,3000	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

383,656

Percentage to Increase or Improve Services

4.4%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The Minimum Proportionality Percentage for increased or improved services for low-income pupils, foster youth, and English Learners is 4.4%. We are meeting the calculated MPP with a blend of quantitative and qualitative measures. Professional development and instructional coaching will be provided to staff to support the use of strategies to support English Learners, especially long-term English Learners, support the needs of RFEP students, foster youth, homeless and students who are victims of crime. We will provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities and provide resources to reduce barriers to accessing education such as transportation options and school supplies. We will focus on relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis and purchase additional education materials, specific to the needs of English Learners if needed. On an LEA wide basis we specifically address unduplicated pupils in goal 1, Actions 10 by providing resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review and in goal 1 Action 12.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

220, 266

Percentage to Increase or Improve Services

4.4

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The Minimum Proportionality Percentage for increased or improved services for low-income pupils, foster youth, and English Learners is 4.4 %. We are meeting the calculated MPP with a blend of quantitative and qualitative measures. Professional development and instructional coaching will be provided to staff to support the use of strategies to support English Learners, especially long-term English Learners, support the needs of RFEP students, foster youth, homeless and students who are victims of crime. We will provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities and provide resources to reduce barriers to accessing education such as transportation options and school supplies. We will focus on relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis and purchase additional education materials, specific to the needs of English Learners if needed. On an LEA wide basis we specifically address unduplicated pupils in goal 1, Actions 10 by providing resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review and in goal 1 Action 12.