

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter County Superintendent of Schools

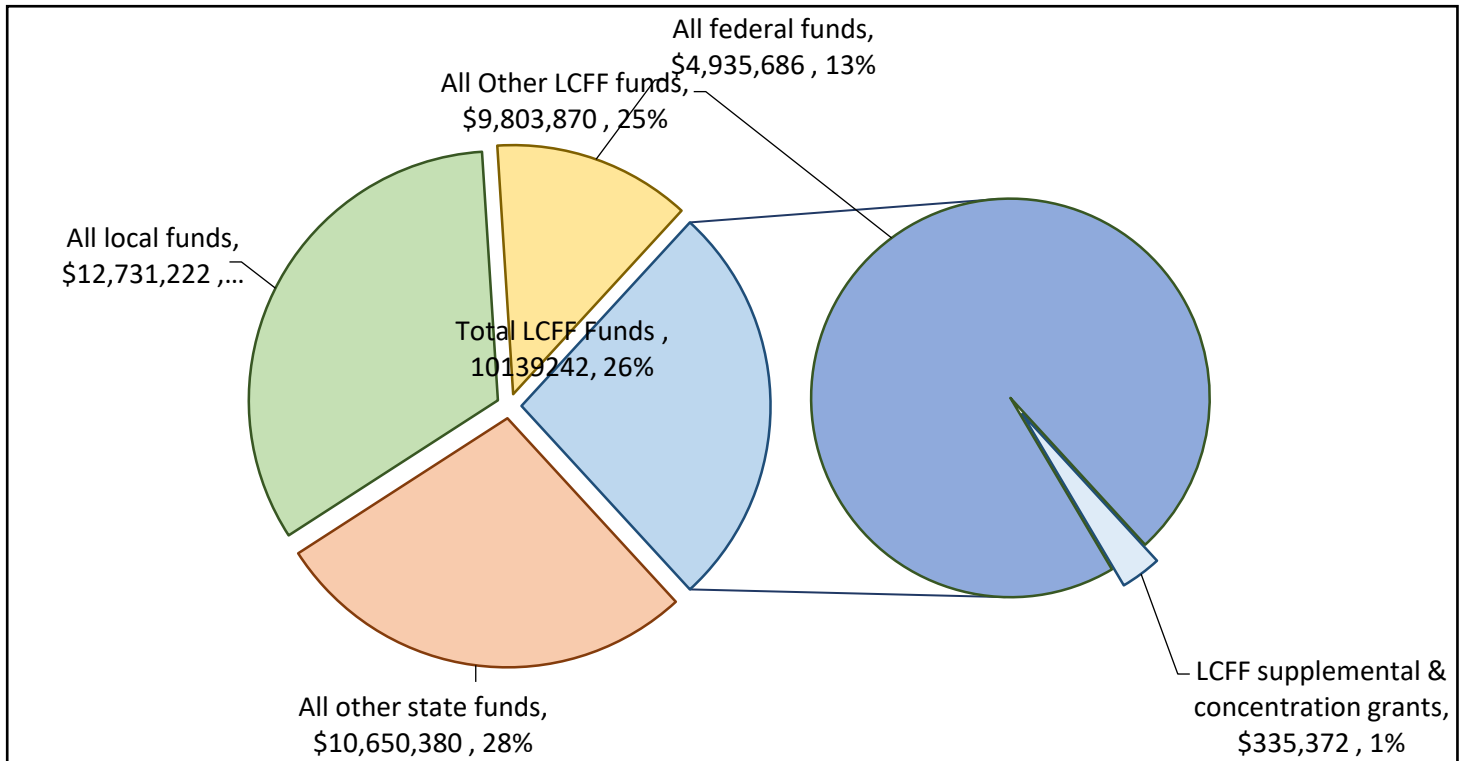
CDS Code: 51 10512 0000000

School Year: 2021 – 22

LEA contact information: Brian Gault

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

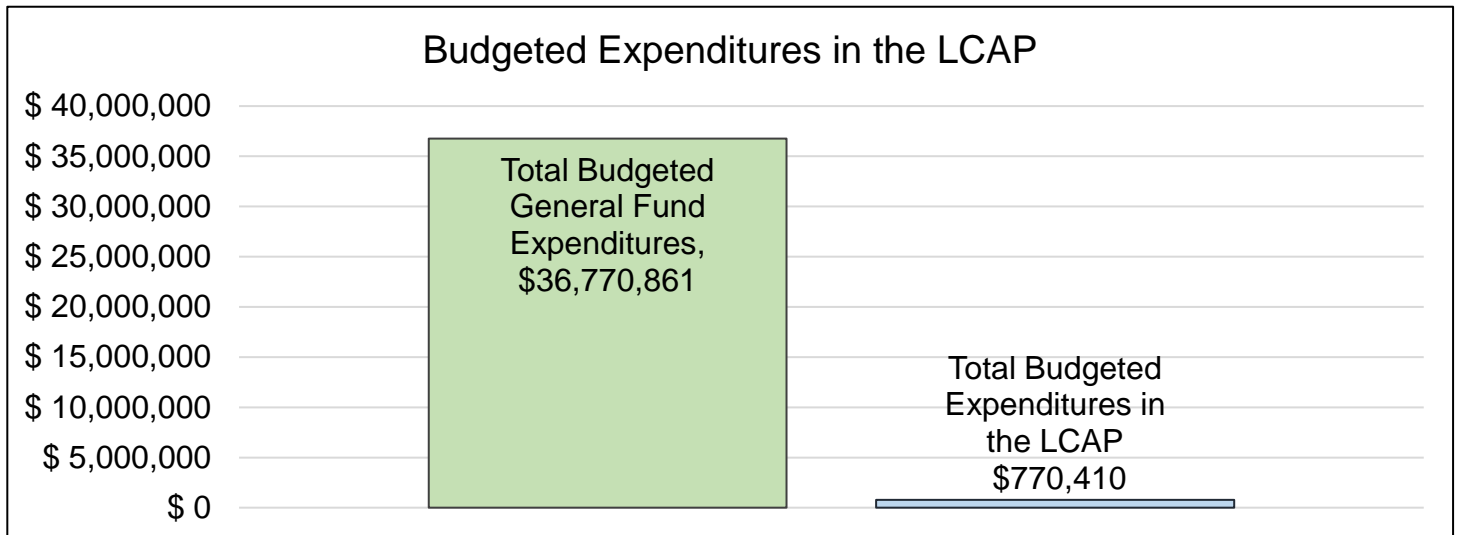


This chart shows the total general purpose revenue Sutter County Superintendent of Schools expects to receive in the coming year from all sources.

The total revenue projected for Sutter County Superintendent of Schools is \$38,456,530.00, of which \$10,139,242.00 is Local Control Funding Formula (LCFF), \$10,650,380.00 is other state funds, \$12,731,222.00 is local funds, and \$4,935,686.00 is federal funds. Of the \$10,139,242.00 in LCFF Funds, \$335,372.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sutter County Superintendent of Schools plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sutter County Superintendent of Schools plans to spend \$36,770,861.00 for the 2021 – 22 school year. Of that amount, \$770,410.00 is tied to actions/services in the LCAP and \$36,000,451.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

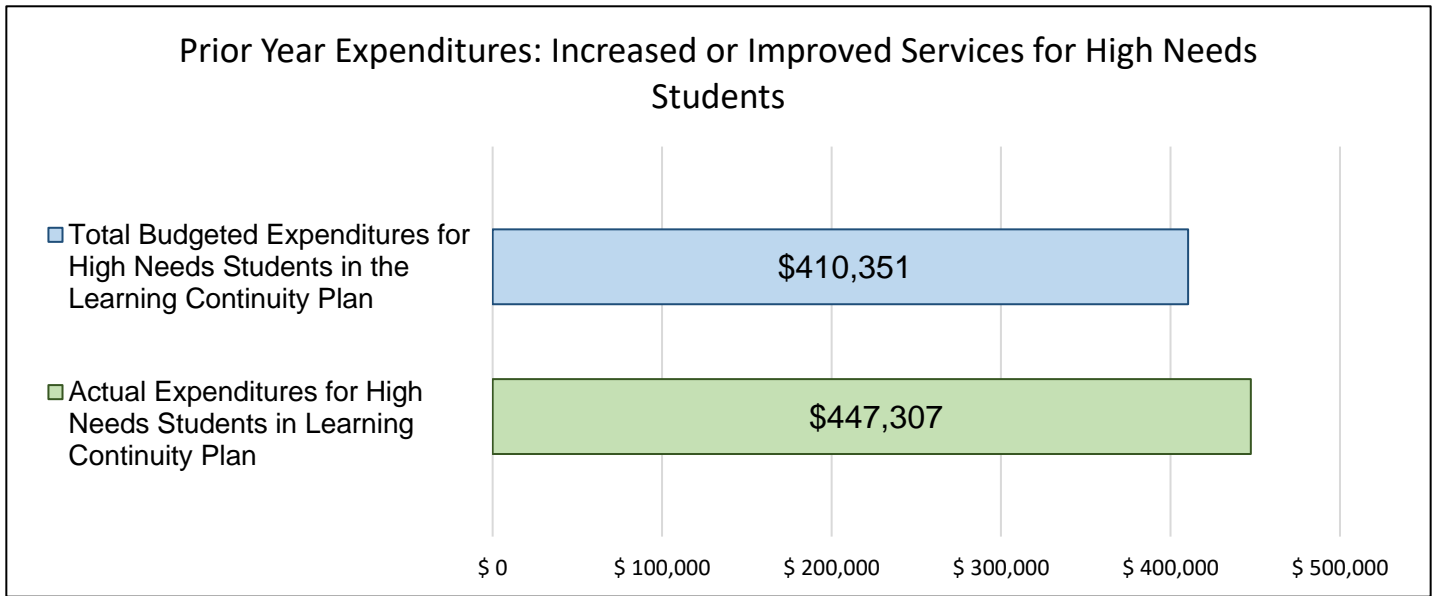
The General Fund operating expenses of the Sutter County Office of Education that are not included in the LCAP include base level school staffing costs as well as support services beyond the school and students, fiscal services and administration of non-student related programs, contracted services such as maintenance, business, special education, technology, and routine maintenance on equipment, buildings, and vehicles.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Sutter County Superintendent of Schools is projecting it will receive \$335,372.00 based on the enrollment of foster youth, English learner, and low-income students. Sutter County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter County Superintendent of Schools plans to spend \$522,381.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Sutter County Superintendent of Schools budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sutter County Superintendent of Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Sutter County Superintendent of Schools's Learning Continuity Plan budgeted \$410,351.00 for planned actions to increase or improve services for high needs students. Sutter County Superintendent of Schools actually spent \$447,307.00 for actions to increase or improve services for high needs students in 2020 – 21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### 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	Actual
Graduation Rates of expelled youth will increase Increase 3%	2019-20 DataQuest 5 year cohort graduation rate: 57.5%

Students will be instructed in standards based materials by supporting teachers with instructional coaching All teachers	All teachers have received instructional coaching from CIA personnel to support classroom learning and instruction in using standards based curriculum utilizing Google classroom and zoom to support.
CAASPP Scores will increase ELA – 14.4% Math – 9.1 % Science – baseline + 1 %	N/A due to Covid-19 and CAASPP cancellation for 19-20
Overall Chronic Absenteeism will decrease 42.2%	CALPADS Report 14.1  38/86= 44%
Decrease Truancy rates as self- reported in the California Healthy Kids Survey 23%	No 19/20 data  18/19 data= 15%
Decrease Chronic Absenteeism for all subgroups Black (non Hispanic) – 97% Foster 97% Hispanic – 51.9% Homeless – 80.3% LEP – 30.3 % Redesignated 47 % SocioEconomical – 47.6% Special Education – 53.3%	CALPADS reports 14.2  Black 1/4 = 25% Foster 1/2 = 50% Hispanic 14/48 = 29% Homeless 0/0 LEP 2/9= 22% Redesignated 4/14 = 29% SocioEconomical 29/79 = 37% Special Education 12/26 = 46%
Increase access to technology in all classrooms	Currently more than a 1-1 ratio (1-1 plus a cart of 30)

0 Chromebooks	
Decrease the number of Long Term English Learners 30.3%	100% of ELs enrolled in 2019/20 were LTELs
Maintain WASC Accreditation Implement and refine Schoolwide Action Plan and begin Focus on Learning SelfStudy Process in preparation for team visit	FRA has maintained WASC accreditation for the past 6 years. FRA staff will begin the SelfStudy process in the spring of 2021 and will venture into the WASC accreditation process in the Fall of 2021.
Increase the number of English Learners moving towards proficiency as measured by the /CELDT/ELPAC 1 student	ELPAC was not administered in 19-20 due to Covid 19.
English Learner Reclassification rate 1 student	0 students reclassified due to the suspension of the ELPAC test in 2019-20
Student Attendance Rate 51%	84%

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	\$7,500	\$15,680
Review the 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. Ensure textbooks and other curricular items meet Williams Sufficiency requirements.	\$15,000	\$2,686
Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.	\$60,000	\$67,794

Provide credit recovery opportunities via extended school year offerings for a week after each grading period and in June	\$14,833	\$6,409
Master schedule course offerings will align with student needs to meet graduation requirements and are 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.	\$315,000	\$325,634
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, students with exceptional needs and students who are victims of crime.	Duplicated (Goal 1 Action 1)	Duplicated (Goal 1, Action 1)
Instructional coaching for staff to support implementation of standards and common assessments.	Duplicated (Goal 1, Action 1)	Duplicated (Goal 1, Action 1)
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.	\$10,000	\$14,695
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.	\$115,000	\$155,456
Provide resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review.	\$15,000	\$10,108
Increase ELD intervention materials as needed	\$1,000	\$0
Improve relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis.	Duplicated (Goal 1, Action 9)	Duplicated (Goal 1, Action 9)

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services related to curriculum and materials were not redirected to others actions and services, but instead were rolled over to future years to support the purchase of materials. Additionally, funds that were budgeted through particular funding sources were freed up due to access to Learning Loss Mitigation Funds.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

#### Success: in PD, Curriculum, Technology

A focus was maintained on providing quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement, school culture and good instruction. Feather River Academy successfully held professional development in many areas; Curriculum and Instruction support from the Sutter County Superintendent of Schools Curriculum and Instruction department, specifically in NGSS curriculum and support and Google Classroom and Zoom support to support distance learning. FRA also provided quality PD in the areas of independent study compliance through CCIS, ELA curriculum for writing through Springboard and began the journey exploring PBIS. Through collaboration, staff worked to combine the new skills garnered through PD, use of curriculum and technology training to provide students with the opportunity to engage and be successful in school. FRA focused on maintaining small class sizes by maintaining a high staff to student ratio to provide a higher level of student service. FRA ensured that all courses are taught and supported by appropriately credentialed teachers and that students had no barriers to learning. Extended learning time was extended into the summer of 2020 to provide students with further opportunity and was met with a very positive response and many students did sign up and engage in summer school. FRA staff also participated in PD for Virtual Job Shadow, drug and alcohol recognition courses administered by the CHP, and began exploration in Discovery Science and Edgenuity.

#### Challenges: Based on competing priorities ELD intervention materials and increased monitoring

FRA staff recognized the need for increased ELD interventions and supported through new intervention materials for our students. FRA did increase family connectivity by implementing a plan for engagement through home visits, phone calls and messages, emails and with flyers being mailed home. This process of increasing EL interventions and supports was interrupted by the COVID pandemic so the staff focused more on student engagement and attendance while still knowing the need for increased intervention support for EL students is needed.

#### Actions impacted or not implemented by COVID:

COVID did not have an impact on the completion of these actions and services.

#### Description of Overall Effectiveness:



Overall, progress was made in increasing staff knowledge concerning curriculum and instruction and how it relates to student success. Student engagement and attendance was up and suspensions have decreased. Chronic absenteeism is still a concern but overall attendance has increased. It is evident through stakeholder input the maintaining small classroom sizes is appreciated by students, parents and staff. The high teacher to student ratio provides more support and enables students and staff to build closer relationships. The use of PBIS, frequent outreach and even transportation to school created a sense of community and lowered disciplinary issues overall.

## 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	Actual
Selected CHKS School Environmental Scales will increase Caring Adults – 32% School connectedness – 37% Academic Motivation – 23%	Caring adults increased 20%, School connectedness increased 7%, Academic motivation increased 8%
Decrease Suspension Rates 36%	2019/20 Dataquest- 17.6%
Coordinate with County Probation to have dedicated services by a probation officer a minimum of 20 hours per week 20 hours per week	Currently 40 hrs/week
Ensure implementation of The Nurtured Heart Approach in classrooms	Discontinued

All classrooms	
Williams Compliance Good	Good

### **Actions / Services**

<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
No contribution will be made in 2019-20 (Probation)	\$0	\$0
Attendance incentives will be used to increase ADA; motivational activities and incentives will be used to encourage students to come to school regularly.	\$7,500	\$4,722
Staff training and instructional coaching to support implementation of Nurtured Heart Approach. Any new staff trained.	\$5,000	\$0

### **Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For Goal 2, Action 3, FRA did not expend funds on the Nurtured Heart Approach. Instead, FRA staff explored PBIS at no cost as an option for positive student culture. Funds were carried over for PBIS implementation in future years.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

#### **Successes:**

Overall, this goal was achieved very successfully. We are still driving to decrease suspensions and increase attendance and attitude toward school. Data showed that students were more connected to school and suspension rates decreased. PBIS was introduced to great effect at FRA.

#### **Challenges:**

There were no challenges in this area. FRA did not continue utilizing Nurtured Heart and switched to PBIS.

Actions impacted or not implemented by COVID:

Due to COVID attendance incentives stopped and therefore actual expenses were lower than expected.

Overall Effectiveness:

Overall student attitudes have increased. The goal of identifying 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 was successful. Students reported increases in academic motivation, school connectedness and that the staff at FRA are caring adults in the student's lives. Suspensions are down while attendance has gone up. Part of the success is due to introducing PIS to staff and students. The idea of a positive school that celebrates our students has been very motivating.

### 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	Actual
Improve services to indicate improvement in county office support to districts for Foster Youth 5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.	No survey administered regarding foster youth surveys in 2019-2020. Survey administered in 2020-2021.

<p>The number of foster youth matched with mentors to promote college/career transition will increase</p> <p>2018-19 this outcome is no longer relevant based on the changes to the Foster Youth Services Coordinating Program and direct services certification.</p> <p>0 metric eliminated</p>	None reported.
<p>The IPP staff will meet with the Foster Youth Executive Advisory Council quarterly and provide quarterly updates to districts</p> <p>4 meetings</p>	Foster Youth Executive Advisory Council met twice during the 19-20 school year. Council goals achieved.
<p>Foster Youth Liaison Training</p> <p>Create annual meeting calendar and conduct three formal training sessions in the Fall and three in the Spring</p>	1 training conducted Fall 2019.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
a. 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. b. Provide case management for Foster Youth to ensure students are meeting graduating and CCI requirements and provide postsecondary academic counseling to ensure education is accessible.	a. \$173,871 b. See Goal 1, Action 9 (25% of Counselor salary)	a. \$212,343.28 b. See Goal 1, Action 9 (25% of Counselor salary)
Ensure staff who work with foster youth are aware of special needs and laws that pertain to them specifically utilizing professional development and training.	Duplicated (Goal 3, Action 1)	Duplicated (Goal 3, Action 1)
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 a 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 succeed after high school graduation.	Duplicated (Goal 3, Action 1)	Duplicated (Goal 3, Action 1)

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. 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. 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.	Duplicated (Goal 3, Action 1)	Duplicated (Goal 3, Action 1)
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 4292042926.	Duplicated (Goal 3, Action 1)	Duplicated (Goal 3, Action 1)
Ensure that each school district and school site has foster youth liaison identified and trained.	Duplicated (Goal 3, Action 1)	Duplicated (Goal 3, Action 1)

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and expenditures were completed as planned.

Successes:

Actions and services that were completed include building capacity with our own program as a new team. All staff with the exception of the Administrative Secretary was newly hired during or right before the 19-20 school year. We began to build capacity in the team for Foster Youth Educational Rights including training and professional learning opportunities that included CFT training, AB-490 training, Blue Ribbon Commission, Trauma Informed Practices, etc. This was necessary to be able to provide these trainings to our LEAs and LEA Liaisons as well as to build their capacity. During COVID, we reached out to social workers, liaisons, school counselors and resource families to identify needs that they needed support with as well as connected the families to resources offered by iFoster such as laptops, tablets and smartphones (that served a dual purpose as a hotspot). Foster Youth were connected with these resources and

these resources were delivered along with any supplemental school supplies. Closing the digital divide was necessary to support our foster youth and resource families that were impacted by COVID-19. A description of the successes and challenges in implementing the actions/services to achieve the goal.

#### Challenges:

The overall challenges to implementation stemmed from having new FYSCP staff in addition to the impacts of COVID-19. The intention was once we were fully staffed (February 2020) to build the team's capacity to fully implement all aspects of the grant. Due to the impacts of education, we shifted from capacity building and professional development, to connecting with our foster youth and resource families and facilitating resource connections to close the digital divide and educational gaps as much as possible with supplementing technology and supplies. Therefore, we did not meet the action outcomes for staff training or host all four Executive Advisory Council Meetings. COVID-19 did allow for us to increase direct communication with our resource families as well as explore and identify available resources to our foster youth. Increased communication led to identifying the service gap of tutoring for our foster youth which we began implementing in the 20-21 school year.

## 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	Actual
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10% of expelled youth will return to their home schools or graduate from FRA. Greater than 10%	13% of FRA students graduated or returned to their home district through re-applying.
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	1 Student completed their rehabilitation plan successfully and was accepted back into their own district. Some students do choose to stay at FRA instead of going back.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Monitor for effectiveness of countywide expulsion plan. Maintain data regarding changes, updates and revisions of the plan for the upcoming three year cycle.	\$7,944	\$8,857
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.	\$15,081	\$16,164
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.	Duplicated (Goal 1, Action 9)	Duplicated (Goal 1, Action 9)
Meet with the 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.	\$5,000	\$8,739

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and expenditures were completed as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

**Successes:**

FRA saw 13% of students for the 2019-2020 school year graduate or return to their home school. Quarterly and even some monthly meetings have shown to be an effective motivator for students in earning credits and moving towards graduation or returning to their home school. The processes surrounding successfully completing student rehabilitation plans have been improved and solidified to more effectively monitor student success and growth.

**Challenges:**

The county plan for expelled youth was examined and meetings with the county districts were held with limited success and will need to be continued to improve the overall plan.

**Actions impacted or not implemented by COVID:**

COVID did not have an impact on the completion of these actions and services.

**Overall Effectiveness**

Both the orientation process and ILP process is continuously being improved and is a vital tool in working with parents, students and staff in the goal setting process. Students and parents are able to have a clear vision of specific requirements and set goals based on these requirements. This has given students the ability to self-advocate for what they want and what they need.

## **Goal 5**

Improve career readiness for middle and high school students.

State and/or Local Priorities addressed by this goal:



State Priorities: 4

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Career assessment completion rates All middle/high school students will take a career assessment	9 students completed career assessments of 18 students enrolled in the program (50%). 9 students were unable to take the assessment due to COVID
Career ready certificate rates 90% of high school students will earn a level 1 career ready certificate	Students were not able to complete career ready certificates due to COVID
Capstone course completion rates 90% of students enrolled in a ROP capstone course will complete the program	Due to COVID, no students were able to complete the course as planned with internships. CTE learning migrated to online learning which caused students to drop the course. Given the adjustment, 50% of the students completed the course.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide professional development and oversight on the implementation of career ready certificates	\$78,600	\$45,335
Provide and proctor career ready assessments	\$107,500	\$45,335
Implement ROP culinary, manufacturing, and medical capstone courses .	\$185,750	\$242,155
Expand job shadowing opportunities and student internships	\$56,000	\$45,335

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted expenditures for actions not completed were rolled over later use, which is allowable for the funding source used.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

**Successes:**

During the 19-20 school year, enrollments in both Culinary Arts and Manufacturing increased in size from the prior year.

During the 19-20 school year, the total number of students using career assessments increased from the prior year; Virtual Job Shadow

During the 19-20 school-year, the number of students earning industry based certifications increased from the prior year

**Challenges:**

COVID caused challenges including: hands-on instruction, engaging students, attendance, students earning career ready certifications, and earning work experience placements

**Actions not implemented due to COVID:**

All actions were partially completed due to COVID. As explained in the challenges above.

**Effectiveness:**

The program has been effective in engaging students and providing career readiness instruction. Blended learning programs have been instituted to help continue instruction and support all learners.

## **Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased staff to student staffing ratio (1 additional teacher fte) LCFF	\$93,500	\$93,500	Y
2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	\$51,500	\$47,497	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF or Title I ½	\$6,000	\$0	Y
Purchase 1 year subscription of on-line curriculum (Edgenuity) to promote ease of transition between in-school and distance learning - highly engaging program with many built in supports, electives, A-G courses, CTE courses, MTSS courses- LLMF	\$23,500	\$23,500	N
Purchase incentives, Boom Cards, PEC's, home activities, task boxes, and consumables (SPED)	\$31,000	\$61,141	N
Student Attendance and Outreach Coordinator	\$80,322	\$80,232	Y
Van lease, mileage, bus passes	\$8,300	\$8,319	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Action 3 - After Hours Intervention/Tutoring - Students did not take the opportunity to receive additional intervention/tutoring, therefore there were no expenditures

Action 5 - Incentives - Additional need was identified in order to increase engagement and attendance. Additional LLMF became available to cover the increase in costs.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Feather River Academy (FRA) -

### Successes

Successes identified through stakeholder input include:

Small class sizes that made the cohort model manageable and ensured that adequate individualized attention could be provided

An improvement in teachers' skill, comfort level and expertise with technology as an instructional tool;

Edgenuity proved to be a valuable tool that offered a broad reaching curriculum with individual pacing capabilities. The curriculum offered stability as students transitioned from Distance Learning to In-Person

Staff cited the amount and quality of professional development and increased teacher preparation time including PD related instructional technology provided by SCSOS, Professional Learning Communities provided by Solution Tree and training and support for Edgenuity implementation

The increased level of SEL supports provided by Counselors and Intervention Specialists was acknowledged as instrumental in supporting student well-being

The increased academic supports, including instructional aides and counseling was recognized as success especially when they could be conducted in-person.

Some students thrived and will graduate or graduated early on distance/hybrid learning models. 10 students have graduated or are about to graduate from FRA.

Engagement in Edgenuity has increased over time. Attendance is not reflecting the same picture. For the month of September, overall attendance was 68%. For the month of November, attendance was an overall 72%. For February attendance was at a 63% rate.

Edgenuity Data: time in the curriculum for the month of September, weekly average was 105 hours of total student engagement in Edgenuity. For the month of February, when we got back to in-person instruction in the hybrid model, weekly engagement overall increased to 183 total hours logged in Edgenuity. This number will continue to grow.

### Challenges

The After Hours Intervention and Tutoring Action presented a specific challenge. Since we were never able to transition to a full, in-person instructional model, the "after hours" aspect was problematic as was the "burnout factor." Both students and staff expressed a level of burnout and were reluctant to "log in" or plan for extra sessions. Both groups also shared that the asynchronous distance learning flexibility made it difficult to identify times that were "after hours" as work was completed at all different hours of the day and regularly influenced by child care, work or bandwidth availability.

### Overall Effectiveness

In-person instruction at Feather River Academy (FRA), during the 2020-21 school year, has been challenging overall. CDPH and Local Health Department guidance only allows in-person instruction for grades 7-12 once the County reaches the Red Tier. Sutter County achieved that status for a short time in November and FRA was able to move to a Hybrid Model, offering in-person instruction 3 hours per day and 5 days per week. Unfortunately that Hybrid model only lasted for two days before we were required to “pause” and return to Distance Learning only due to the COVID surge and a slip back to the deep purple level. On February 22, 2020 FRA was able to “unpause” and resume in-person instruction on the same Hybrid Model used in November.

A form of In-person instruction occurred on an appointment-based or cohort model when allowed by Local Health, CDPH and SCSOS MOUs.

The inconsistency and short duration of in-person instruction has made it difficult to gather concrete data indicating successes and challenges.

Input from students, parents and staff indicates a strong desire to continue with and expand in-person instruction. Edgenuity and Attendance data show that students are more engaged and productive when they are receiving instruction and instructional support on site. Also cited as an overall success by stakeholders (students, parents and staff) was the fact that appointment based, Cohort style and/or Hybrid instruction were provided to the greatest extent possible and whenever legally and safely allowed. The availability of transportation, extensive outreach and incentives used to increase participation and engagement in those in-person offerings were identified as successful.

## **Distance Learning Program**

### **Actions Related to the Distance Learning Program**

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase 90 New Laptops/Chromebooks (30 FRA/60 ROP/CTE) LLMF	\$81,000	\$103,883	Y
20 Kajeet / Data Plans for May - October (FRA) LLMF \$6000 Subscription for November - June LLMF or LCFF \$4800	\$10,800	\$12,079	Y
Additional temporary technology support personnel LLMF	\$10,000	\$3,031	N
STAR Renaissance Math and ELA Assessment Subscription LCFF	\$2,500	\$2,455	N

2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	Duplicate	Duplicate	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF/Title I	Duplicate	Duplicate	Y
Purchase of on-line curriculum to promote ease of transition between in-school and distance learning - highly engaging program with many built in supports, electives, A-G courses, CTE courses, MTSS courses- see Actions Related to In-Person Instructional Offerings - LLMF	Duplicate	Duplicate	N
Purchase new teacher laptops to provide better in-person and virtual instruction - technology requirements are required for successful implementation- see Actions Related to In-Person Instructional Offerings- LLMF	\$6,000	\$8,723	N
Mind the Gaps and PLC training for staff to increase effectiveness of collaborative planning for instruction and intervention- see Actions Related to In-Person Instructional Offerings CSI	\$13,100	\$13,100	N
PBIS training to build positive culture to help motivate students to engage - student engagement, particularly concerning at-home instruction and engagement to be addressed.- see Actions Related to In-Person Instructional Offerings -CSI	\$30,000	\$30,000	N
Additional ROP/CTE staff time was needed (March-May) to develop and implement outreach plans and new instructional materials and delivery methods that mitigated lost instruction time LLMF	\$18,000	\$15,565	N
SpEd- temporary increase the staffing/hours for translators LLMF	\$19,000	\$11,367	N
SpEd- increased production of home task boxes and weekly student packets the demand on copy machines, laminators, document cameras and APPs has caused a backlog of work that can only be addressed by providing increased access to these equipment	\$19,000	\$20,430	N
Student Incentives for attendance, engagement and participation in after school intervention LCFF/Lottery	\$6,000	\$6,930	Y
Investments in CANVAS LMS and Portforlium 1200 users (including PD)	\$90,000	\$89,178	N

Establishing a Foster Focus Licensing Agreement will increase identification of foster youth and establish a case management data system to ensure educational support of foster youth.	\$1,500	\$1,500	Y
5 Kajeet / Data Plans will be purchased to increase continuity of distance learning for our homeless families	\$1,555	\$1,985	Y
Tutors (Project Academic Student Success Assistants- PASS) for Homeless and Foster Youth with Resource families during distance learning with social distancing protocols will support Foster families.	\$15,000	\$9,855	Y
Purchase laptop computers to allow essential functions, within the business department, to operate remotely in order to ensure finances are managed and staff have the resources to provide high quality instruction, both in the classroom and during distance learning.	\$24,219	\$24,219	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Action 1 - Laptop/Chromebook Purchase - The computers originally ordered were backordered and because additional devices were needed in a more timely manner, devices that were subsequently more expensive had to be purchased.

Action 3 - Technology Support - Support was intended to set the large number of devices being ordered. However, delays in ordering did not allow for the temporary work to be completed within the identified time frame, therefore funds were not fully spent

Action 8 - Technology - Purchased dual monitors and docking stations in addition to the original action

Action 12 - Staffing increases - Internal staff was used to provide translation services therefore contracting out was not needed.

Action 18 - Tutors - Two tutors were projected and hired, but one quit after 1 week and given the timelines it wasn't reasonable to hire another

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction:

FRA Successes: The implementation of Edgenuity Curriculum was successful and supported continuity of instruction. The online curriculum with embedded supports allowed students to transition seamlessly between distance and in-person learning.

The purchase of laptops and a second monitor supported the teachers' ability to assign lessons and provide direct instruction during daily synchronous sessions.

Additional Chromebooks were purchased to keep on-site so that when in-person or hybrid instruction was allowed students would have a device on campus if they did not bring the one assigned for distance learning.

Instructional Aides were successfully used to provide individualized academic support in both virtual and in-person settings. Aides were able to serve about 30 students per month. There was a focus on SPED students and other students with unique needs.

School to Home communication and the Tiered Re Engagement plan both produced positive results. FRA staff made about 50 home visits per week.

Challenges: The use of the STAR ELA/Math diagnostic data to be integrated with Edgenuity MyPath was not successful as designed. It was challenging to ensure appropriate effort and focus of students from home. It was difficult to motivate students to spend time on MyPath in addition to required core course work.

CTE Successes: Technology purchases were made and PD was provided. Developed and provided assessments that were aligned with CTE and model curriculum standards.

Challenges: Student engagement was lower than normal due to lack of hands-on opportunities. These limited opportunities also led to less industry based credentials. The virtual environment created many scheduling conflicts and challenges.

SPED Successes: Staff were able to provide consistent instruction, which included the involvement of families due to our students ability levels.

Students' ability to access technology and curriculum.

### **Accesses to Devices and Connectivity**

Successes: All students were provided a Chromebook and a hotspot device for connectivity.

The use of Kajeet and GoGuardian allowed school staff to monitor data usage, flagged language and inappropriate website access and intervene as necessary.

Online instruction through a variety of platforms was provided including google classroom, zoom and access to online curriculum.

The SpEd team was able to get devices out to students appropriate to their ability.

Challenges: It was challenging to provide the preferred level of support from hardware, software and online resource navigation issues while on distance learning. There were early delays in getting devices out quickly due to supply shortage and tech support.



## **Pupils Participation and Progress**

### **FRA Successes:**

Staff provided opportunities for daily live interaction, assigned asynchronous work and documented participation on weekly engagement logs. A “student care team” met weekly to review engagement data, discuss students with low attendance and/or engagement and plan appropriate interventions. The team also identified resources specific to student needs and helped identify site-based or community counseling and substance abuse interventions.

For the month of September, overall attendance was 68%. In November, attendance was 72% and February 63%. While the actual attendance rate has varied, the number of hours of engagement increased.

Weekly average of Time in the Edgenuity for September was 105 hours. In February, (hybrid model) weekly engagement overall increased to 183 hours. This number will continue to grow as students adjust to in-person instruction and receive appropriate support.

Challenges: Despite best efforts, 28-39% of students did not adequately engage, depending on the month. The FRA clientele is typically difficult to engage so the circumstances associated with the pandemic only intensified this challenge.

CTE Successes: The software purchased served the purpose it was identified for. This was an improvement over basic zoom features because of the ability to track participation and was more informative and efficient than systems utilized in Spring 2020.

Challenges: The Big Blue Button was not implemented because of Google Classroom and security concerns.

SPED Successes: The majority of students participated to the best of their ability and often with family support. There were a handful of students who actually did better with a distance learning model, while most performed better with in person instruction. Progress measured through progress monitoring on IEP goals.

Challenges: Some goals were not able to be worked on due to the focus on requiring in person learning. Students did master some of their IEP goals, but in person instruction for students with severe disabilities is the most beneficial program and provides educational benefit to students.

## **Distance Learning Professional Development**

### **FRA Successes:**

SCSOS provided 4 hours PD on distance learning platforms and tools.

Edgenuity provided 25 hours of PD and support for implementation.

PBIS Training 34 hours included elements of implementation for use during distance or hybrid learning.

Mind the Gaps and PLC training totaled almost 40 hours designed to help staff to create a systematic way to make real time adjustments to instruction and interventions based on student performance.

Challenges: Teachers shared they are overwhelmed by the amount of professional development being provided. Administration will evaluate future opportunities closely. Virtual training is challenging and feedback received indicates in-person training opportunities would be preferred.

CTE Successes: 90% of teachers attended PD and learned the basics that allowed use of CANVAS and Profolium. Lead teachers were identified in a trainer of trainer model and continue to provide support and train staff in-house.

Challenges: Despite training a small percentage of staff still struggled with implementation.

SPED Successes: Provided training to assist staff in providing instruction to our students with disabilities including focusing on curriculum, technology resources and behavior/social emotional training.

Challenges: Professional development was conducted remotely. The lack of hands-on opportunities for staff was difficult because so much of the curriculum for SPED requires hands over hand access. The inability to “practice” made the opportunities less engaging.

### **Staff Roles and Responsibilities**

Successes: Staff adapted quickly to distance learning. Skills and comfort level with technology based instruction improved steadily throughout the Pandemic. Expectations have been established through bargaining MOUs and COVID Safety Plans.

Challenges: It was challenging for teachers to find the most effective place for teaching to occur given the flexibility in where they could physically work and ensuring they had the proper technology and training if they chose to work remotely.

### **Supports for Pupils with Unique Needs**

Successes: Students with unique needs were provided extra support in both distance and in person settings. Instructional Aides joined synchronous meetings and managed breakout rooms for identified student groups and met 1-1 with identified students. SPED students continued to receive support, accommodations and modifications described in their IEPs.

Challenges: Providing Designated ELD to English learners in a virtual environment was challenging.

Providing the hand over hand instruction students require and our inability to provide this due to COVID was challenging.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer School was provided	\$5,720	\$5,720	Y
2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	Duplicate	Duplicate	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF/Title I	Duplicate	Duplicate	Y
Refine diagnostic assessment the Present Levels of Strengths and Weaknesses model and process (PSW instruments \$20,000 and Updated Teacher Assessments instrument \$30,000 identified) will be used. (SPED)	\$50,000	\$29,224	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Action 4 - Diagnostic Assessments - Estimate of costs was too high for what was actually needed.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

#### Feather River Academy

##### Successes:

During the Covid pandemic, staff met frequently to discuss the potential learning loss that had the potential to show up during the Covid pandemic. Parents were also surveyed at Parent Advisory Committees as well during home visits and phone calls to discuss the impact distance learning was having on academic growth and emotional well being. Using this feedback and engagement data, staff provided frequent opportunities for daily live interaction, assigned asynchronous work and documented participation on weekly engagement logs.

A “Student care team” met weekly (Fridays) to review the weekly engagement logs, discuss students with low attendance and/or engagement and plan appropriate interventions for all students. More specifically staff discussion centered around students with unique needs.

#### Challenges:

Despite best efforts, between 28-39% of students did not adequately engage, depending on the month. The lower amount of engagement has slowed progress for many students in earning credits at an average rate. The FRA clientele is typically difficult to engage so the circumstances associated with the pandemic only intensified this challenge.

Overall effectiveness is still being analyzed but due to the increase in engagement hours, students are re-engaging more with FRA staff including teachers, aides and counselors. Momentum is being felt by all and students are responding appropriately to being in school again.

#### SPED

#### Successes:

SCSOS Special Education program provided distance learning opportunities for all students. This was both Asynchronous, and Synchronous instruction. This was largely dependent on the student’s ability to engage and access which includes the ability of family to support students. We were able to reach families through a variety of avenues including technology, home visits and packet work to further students’ success in learning. A variety of instructional materials were purchased to assist Teachers in providing additional instructional support for students. All students are on IEP’s and therefore their current IEP’s were implemented including goals, services and access to support students. Goals were reviewed to assess students’ learning loss and provide the appropriate baselines for instruction. Assessment of students was provided to assist in analysing learning loss and provide instruction where gaps and lack of progress was identified.

#### Challenges:

The inability to access hand-over-hand instruction with students made IEP implementation more challenging because they are so pupil to teacher based.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

## Feather River Academy

### Successes:

FRA staff has a long history of providing a high level of support for the high risk students that attend this school. All staff recognize the need for continued support in the area of mental and social and emotional well-being. During parent conferences, IEP meetings, Parent Advisory Committee meetings and home visits, parents and families have shared concerns in the area of mental health and well-being due to the pandemic.

Working with SSO (Student Support and Outreach), a total of 4 new school counselors were hired to help provide support to FRA students. These 4 counselors have been able to restructure the intake process and increase counseling services to all students. This support is a strong resource in two areas. First, we are able to provide mental health support for students who are required to be engaged in counseling due to a requirement in their expulsion packet. Additionally, counseling is provided for students who are in need of mental health support. The addition of this increased service is providing students resources for counseling, social and emotional well being. The mental health supports at FRA are also available to staff if needed.

### Challenges:

When the Covid pandemic started, and then continued, all stakeholders struggled to some extent with being on “lock-down” and on distance learning. Students, school staff and families have all shared concerns over mental health and well being. Many families and staff have shared concerns that distance learning and the lockdown expectations in communities have increased anxiety, caused a social disconnect and negatively affected learning. During parent conferences, IEP meetings, Parent Advisory Committee meetings and home visits, parents and families have shared concerns in the area of mental health and well-being due to the pandemic. Students were not engaged in school and had too much idle time to engage in inappropriate social behavior with peers.

## SSO

### Successes:

The Mental Health and Social-Emotional Well-being of our school community was prioritized during the 2020-21 school year. These included developing and maintaining resource padlets specific to students, parents and staff that were regularly updated. These padlets have been shared in various capacities including on LEA and school websites, during staff meetings, at collaborative meetings, during professional development, and social media platforms. The counselors also transitioned their check-ins with students and families as well as had to transition the Suicide Risk Assessment protocols to virtual platforms to accomodate distance learning. To promote mental wellness in staff, counselors also implemented a wellness challenge. Kelvin Pulse surveys were administered but low response rates were received. We are looking to provide incentives for completing the Pulse Surveys.

### Challenges:

Additional counseling would have been helpful to ensure that services are proactive rather than reactive. Virtual counseling services are not ideal. It took a lot of time to re-establish counseling platforms to allow for virtual access

## SPED

### Successes:

SCSOS Special Education department has a team of Psychologists and a Behavior team that supported students and families during this time. Both individual and group counseling was available to students both per their IEP and outside of the IEP process. Family support was also offered to support families in providing instruction for their disabled students. We also partnered with Family Soup (local support organization for families) to provide a weekly training and family support group in such areas as stress management, working with their child at home, and understanding Special Education. Our Psychologists and Behavior team had access to social/emotional curriculum. Through observations, collaboration, discussion with families and IEP meetings we are able to determine the effectiveness of our supports that are in place for students' social/emotional needs.

### Challenges:

Typical challenges in addressing mental health issues of students were limited because of the ability to provide services virtually and/or amount of contact provided through appointment based services. However, in regards to staff, the lack of face-to-face interactions that typically occur were so limited that it was challenging to find opportunities to engage.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Feather River Academy

#### Successes:

FRA staff was able to use guidance from the state, local school districts, staff, parents and students to provide a multitude of pupil and family engagement and outreach. FRA staff have engaged daily during the school week and even sometimes on the weekends to stay connected with students and families. Staff provided cell phone numbers to maintain contact with parents and students. In return, many parents and students engaged with and responded with FRA staff regularly. Staff and stakeholders were able to utilize a virtual environment through zoom meetings and emails to attempt to remain connected. Staff is very flexible when it comes to maintaining contact with students and families.

Instructional Aides were successfully used to provide individualized academic support through both virtual and in-person settings. On average, aides were able to serve approximately 30 students per month on a one one one basis. This was a focus for SPED students and other students with unique needs.

School to Home communication and the Tiered Re Engagement plan both produced positive results. FRA staff made approximately 50 home visits per week for a student body of just over 50 students, this indicates a very high level of outreach to improve services for students at FRA.

#### Challenges:

Despite best efforts, approximately 35% of parents and students would not respond to re-engagement prompts and opportunities for various reasons including care of siblings and employment opportunities.

#### SSO

##### Successes:

The Mental Health and Social-Emotional Well-being of our school community was prioritized during the 2020-21 school year. These included developing and maintaining resource padlets specific to students, parents and staff that were regularly updated. These padlets have been shared in various capacities including on LEA and school websites, during staff meetings, at collaborative meetings, during professional development, and social media platforms. The counselors also transitioned their check-ins with students and families as well as had to transition the Suicide Risk Assessment protocols to virtual platforms to accommodate distance learning. To promote mental wellness in staff, counselors also implemented a wellness challenge. Kelvin Pulse surveys were administered but low response rates were received. We are looking to provide incentives for completing the Pulse Surveys.

#### Challenges:

Additional counseling would have been helpful because services Re-active instead of proactive

Virtual counseling services are not ideal

Took a lot of time to re-establish counseling platforms to allow for virtual access

#### SPED

##### Successes:

SCSOS Special Education department provided increased outreach to support students and families in accessing their education. This included utilizing different forms of communication. There was a huge increase in communication with families in their native language which required an increase of interpreter use. Staff members worked hard at gaining engagement of students and families and did a variety of things to support this. Staff members utilized technology, completed and dropped off packets to homes to support families. Some families did not engage through this process and IEP's and home visits were conducted to attempt to re-engage families. In most instances, this was successful. In those that needed more involvement, student support and outreach including probation was utilized for home visits and welfare checks.

#### Challenges:

Despite best efforts in the tired re-engagement plan, 5-10% of families still did not engage. SART meetings are being held for these students and formalized attendance plans are being developed.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

#### Successes:

To provide nutritionally adequate meals for all pupils, during Covid, many local school districts made available services to provide breakfast and lunch for all students in Sutter County. Yuba City Unified School District provided several school sites that provide daily drive up meal centers that families can access. Additionally, FRA began a relationship with the Yuba Sutter Food Bank to provide food bundles weekly to all FRA families who needed the food. This provided another opportunity for student and family outreach and engagement opportunities.

#### Challenges:

Some families have expressed difficulty with transportation during this time so they are unable to travel to the school sites where YCUSD was providing nutritional bundles.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Increase of ¼ counselor LCFF- \$5585, LLMF - \$6,850	\$12,435	\$24,113	Y
Mental Health and Social and Emotional Well-Being	Kelvin Subscription for Pulse Surveys	\$5,000	\$5,000	N
Pupil and Family Engagement and Outreach	Increase regional Attendance Recovery Officer staffing	\$27,946	\$45,178	Y



Mental Health and Social and Emotional Well-Being	Counselor- Initial development of SE and Mental Well-bing resource page(s)	\$4,206	\$815	Y
Mental Health and Social and Emotional Well-Being	Counselor- Resource maintenance and support groups	\$4,567	\$5,701	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Action 1 - Counselor - Additional Learning Loss Mitigation Funds became available in order to increase the availability of the counselor to provide services

Action 3 - Attendance Recovery Officer - Additional support to sites was needed for home visits and case management in order to increase student engagement

Action 4 - Development of resources - Costs were absorbed by duties already assigned to the counselor identified to complete this work

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our experience with the effects of the Pandemic over the last year, has had a significant influence on the 2021-24 LCAP. Our local data and feedback from stakeholders has painted a clear picture of the success, challenges and long term effects of the transitions between distance learning and in-person instruction. The number one concern, supported by data and stakeholder input, is attendance and engagement. It has been difficult to support student growth when they are not on campus and/or do not engage regularly in the virtual platform. We predict that it will be a challenge in 2021/22 to re-establish daily attendance. Because of this you will find a variety of actions and services related to getting students to school on a regular basis. A second lesson learned during the 20/21 school year is that the social and emotional needs of our students are at an all time high. Anxiety, isolation and a lack of structure have affected our students ability to focus on instruction and grow in a positive direction. The plan contains actions and services increasing staffing to support a redesigned Individualized Learning Plan and the resources to ensure appropriate development, implementation and monitoring.

Edgenuity provided the flexibility that we want to continue using as our formal curriculum serving all students, whether in-person or on independent study. The Edgenuity curriculum also provides continuous, detailed student engagement and performance reports that are used during the PLC process to guide daily instruction and to assign supplemental instructional resources. We learned Distance

Learning can be successful for some students and should be considered as an option. We learned that virtual daily live interaction increased productivity for students on Independent study.

The tiered re-engagement plan supported by attendance and engagement logs proved to be a valuable way to identify students who require Tier II or III supports. This system of record keeping and tracking will continue in some form in the future.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The academic needs of students will continue to be assessed and monitored using a variety of sources. STAR is the primary source of diagnostic assessment data for ELA and Math. Using that data through the PLC process we will allocate resources (MTSS) and identify areas of focus for schoolwide, small group and individual students. Students will be assessed using the STAR in reading and math at least 2 times throughout the year. This data will be used for individual goal setting which will be documented and monitored through the students' individual learning plan (ILP). Results are also integrated in Edgenuity where a customized MyPath curriculum will be created.

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

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

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of all substantive differences are included in the appropriate sections above.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2021-24 LCAP was developed after reflecting on and analyzing the challenges and successes of the 2019/20 LCAP and the 2020/21 LCP. Student outcomes, stakeholder input, and school climate were all factors considered when writing the 2021-24 LCAP. Most importantly we know the students being served at FRA were often not successful at their previous schools and therefore the actions and services developed are what we know create the most successful outcomes. Our 2021-24 LCAP will focus on Academic flexibility made possible by Edgenuity and distance learning successes from the previous year, an increased emphasis on meeting the social-emotional needs of students through additional counseling services and additional CTE Pathways, mentorships, and job readiness skills. The coordination of other funds will allow us to provide supplemental staff and services to address the learning loss and to re-engage students who did not engage in the variety of support available during the Pandemic. This one year increase in services is designed to provide short term, intensive support to help to quickly recover.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021



# Local Control and Accountability Plan

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

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

## Plan Summary 2021-2024

### General Information

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

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

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

## Reflections: Successes

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

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

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

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

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

School Connectedness: 64%

Academic Motivation: 59%

Caring adult relationships: 71%

High Expectations- Adults in School: 76%

Promotion of parent involvement in school: 67%

School perceived as safe or very safe: 85%

Experienced harassment of bullying: 15%

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

Social awareness - 100% positive feedback

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

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

## Reflections: Identified Need

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

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

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

Meaningful Participation: 29%

Current alcohol or drug use: 46%

Current marijuana use: 46%

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

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

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

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

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

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

- Below the 25th percentile - 80%
- Between the 25th and 49th percentile - 17%
- Between the 50th and 74th percentile - 3%
- 75th and above percentile - 0%

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

- Below the 25th percentile - 63%
- Between the 25th and 49th percentile - 20%
- Between the 50th and 74th percentile - 17%
- 75th and above percentile - 0%

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

## LCAP Highlights

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

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

Feather River Academy

### Support for Identified Schools

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

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

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

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

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

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

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

ELA= 123.2 points below standard with no growth data

CCI= 6.3% prepared with an increase of 6.3%

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

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

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

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

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

- 32 students receive 65 suspensions



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

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

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

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

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

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

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

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

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

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

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

## **Monitoring and Evaluating Effectiveness**

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

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

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

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

## **Stakeholder Engagement**

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



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

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

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

3/10/21- Staff LCAP meeting and discussion

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

4/28/21 - Staff LCAP meeting and discussion

5/19/21 - Staff LCAP meeting and discussion

5/26/21 - Staff LCAP meeting and discussion

**Students:**

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

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

**Parents:**

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

**SELPA:**

2/11/21 - SCSOS Systems of Support

6/8/21 - Consultation

**Parent Advisory Committee:**

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

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

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

**ELAC/DELAC**

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

## SCSOS Board

Status Update to the Board - April 14, 2021

Public Hearing - June 16, 2021

Board Approval - June 23, 2021

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

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

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

## Actions

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

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

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

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

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

## Goal

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

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

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

## Measuring and Reporting Results

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

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



# Actions

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

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

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

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

# Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

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

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

## Actions

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

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

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

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

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

Source: Data sharing agreement					
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# Actions

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

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

# Goal Analysis [LCAP Year]

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

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

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

[Respond here]

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

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

[Respond here]

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

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

[Respond here]

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

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

[Respond here]

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



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

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

## Required Descriptions

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

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

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

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

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

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

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

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

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

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

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

## the LCAP Template is optional

Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	100%	\$ 195,276	\$ -	\$ 178,271	\$ 17,005	\$ -	\$ -	\$ 195,276
All	Yes	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	100%	\$ 119,270	\$ -	\$ 20,510	\$ -	\$ -	\$ 98,760	\$ 119,270
All	Yes	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	0%	\$ -	\$ 3,200	\$ 3,200	\$ -	\$ -	\$ -	\$ 3,200
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	0%	\$ -	\$ 14,875	\$ 14,875	\$ -	\$ -	\$ -	\$ 14,875
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing		\$ -	\$ 400	\$ -	\$ -	\$ -	\$ -	\$ -
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All	Yes	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	100%	\$ 74,064	\$ -	\$ 46,879	\$ 27,185	\$ -	\$ -	\$ 74,064
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	0%	\$ -	\$ 37,478	\$ -	\$ -	\$ -	\$ 39,450	\$ 39,450
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	100%	\$ 38,884	\$ -	\$ -	\$ 38,884	\$ -	\$ -	\$ 38,884
All	Yes	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	100%	\$ 4,000	\$ 37,478	\$ 4,000	\$ -	\$ -	\$ -	\$ 4,000
All	Yes	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All	Yes	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	100%	\$ 80,387	\$ -	\$ 80,387	\$ -	\$ -	\$ -	\$ 80,387
All	Yes	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	20%	\$ 25,128	\$ 98,657	\$ 4,480	\$ 117,128	\$ -	\$ 2,177	\$ 123,785
All	Yes	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	100%	\$ 21,789	\$ -	\$ 21,789	\$ -	\$ -	\$ -	\$ 21,789
All	Yes	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	0%	\$ -	\$ 32,500	\$ 5,000	\$ -	\$ -	\$ 27,500	\$ 32,500
All	Yes	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	100%	\$ 19,502	\$ -	\$ 19,502	\$ -	\$ -	\$ -	\$ 19,502
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing	100%	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All	No	Schoolwide	All Students Low-income, English learners, Homeless, Foster Youth	All Schools	Ongoing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 403,893	\$ 200,202	\$ -	\$ 167,887	771,982	\$ 583,300	\$ 224,588

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staffing	All	\$ 178,271	\$ 17,005	\$ -	\$ -	\$ 195,276
1	2	Class Size Reduction	All	\$ 20,510	\$ -	\$ -	\$ 98,760	\$ 119,270
1	3	Supplemental Materials	All	\$ 3,200	\$ -	\$ -	\$ -	\$ 3,200
1	4	Edgenuity	All	\$ 14,875	\$ -	\$ -	\$ -	\$ 14,875
1	5	Ensuring Broad Course Access	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	6	Co-Teach Model	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	7	ROP/CTE	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Collaboration	All	\$ 46,879	\$ 27,185	\$ -	\$ -	\$ 74,064
2	2	Professional Learning	All	\$ -	\$ -	\$ -	\$ 39,450	\$ 39,450
2	3	Classified Support	All	\$ -	\$ 38,884	\$ -	\$ -	\$ 38,884
2	4	Tutoring	All	\$ 4,000	\$ -	\$ -	\$ -	\$ 4,000
2	5	EI Professional Learning	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Attendance and Outreach	All	\$ 80,387	\$ -	\$ -	\$ -	\$ 80,387
3	2	Transportation	All	\$ 4,480	\$ 117,128	\$ -	\$ 2,177	\$ 123,785
3	3	Counseling Services	All	\$ 21,789	\$ -	\$ -	\$ -	\$ 21,789
3	4	PBIS Implementation	All	\$ 5,000	\$ -	\$ -	\$ 27,500	\$ 32,500
3	5	Parent Liaison	All	\$ 19,502	\$ -	\$ -	\$ -	\$ 19,502
4	1	Coordination of Services	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
4	2	Professional Development	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	3	Educational Case Management	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	4	Monitoring Student Outcomes	All	\$ -	\$ -	\$ -	\$ -	\$ -

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 205,747	\$ 478,497
<b>LEA-wide Total:</b>	\$ -	\$ -
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ 205,747	\$ 478,497

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Class Size Reduction	Schoolwide	Low-income, English learners, Homeless, Foster Youth	All Schools	\$ 20,510	\$ 119,270
1	3	Supplemental Materials	Schoolwide	Low-income, English learners, Homeless, Foster Youth	All Schools	\$ 3,200	\$ 3,200
2	1	Collaboration	Schoolwide	Low-income, English learners, Homeless, Foster Youth	All Schools	\$ 46,879	\$ 74,064
2	4	Tutoring	Schoolwide	Low-income, English learners, Homeless, Foster Youth	All Schools	\$ 4,000	\$ 4,000
2	5	EI Professional Learning	Schoolwide	Low-income, English learners, Homeless, Foster Youth	All Schools	\$ -	\$ -
3	1	Attendance and Outreach	Schoolwide	Low-income, English learners, Homeless, Foster Youth	All Schools	\$ 80,387	\$ 80,387
3	2	Transportation	Schoolwide	Low-income, English learners, Homeless, Foster Youth	All Schools	\$ 4,480	\$ 123,785
3	3	Counseling Services	Schoolwide	Low-income, English learners, Homeless, Foster Youth	All Schools	\$ 21,789	\$ 21,789
3	4	PBIS Implementation	Schoolwide	Low-income, English learners, Homeless, Foster Youth	All Schools	\$ 5,000	\$ 32,500
3	5	Parent Liaison	Schoolwide	Low-income, English learners, Homeless, Foster Youth	All Schools	\$ 19,502	\$ 19,502

# Instructions

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[Stakeholder Engagement](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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



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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

### ***Goal Analysis:***

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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



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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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

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