

LCFF Budget Overview for Parents

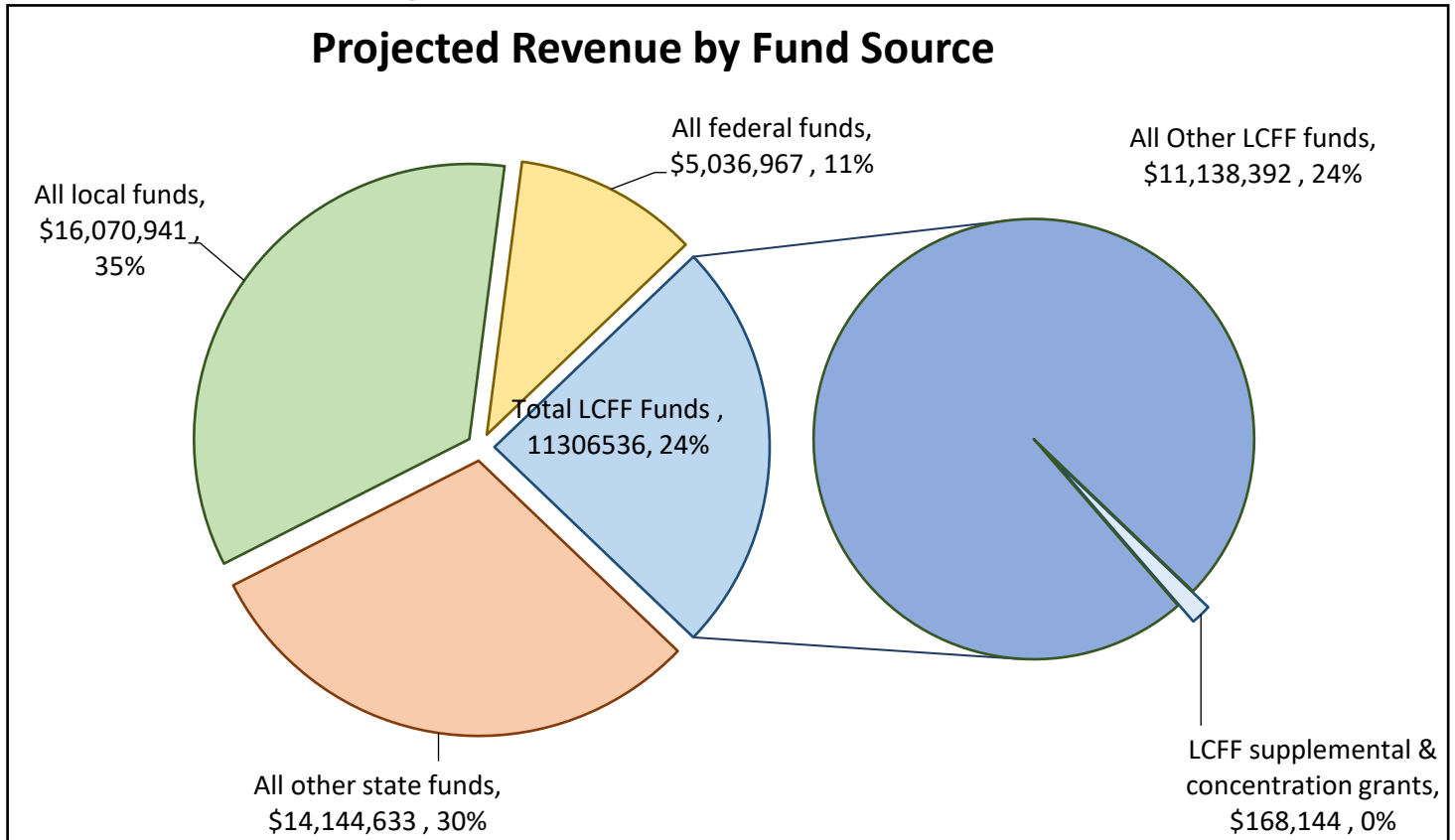
Local Educational Agency (LEA) Name: Sutter County Superintendent of Schools
CDS Code: 51 10512 0000000
School Year: 2023-24
LEA contact information: Brian Gault

Approved by
CDE on
9-15-23

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 2023-24 School Year

Projected Revenue by Fund Source

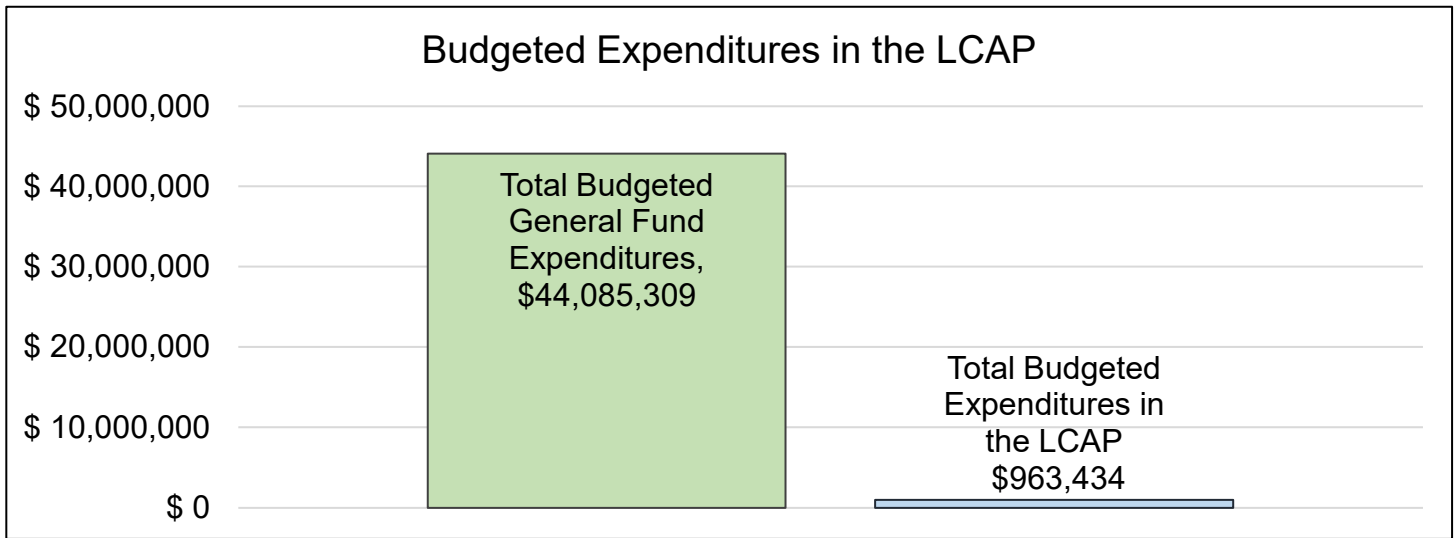


This chart shows the total general purpose revenue Sutter County Superintendent of Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sutter County Superintendent of Schools is \$46,559,077.00, of which \$11,306,536.00 is Local Control Funding Formula (LCFF), \$14,144,633.00 is other state funds, \$16,070,941.00 is local funds, and \$5,036,967.00 is federal funds. Of the \$11,306,536.00 in LCFF Funds, \$168,144.00 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sutter County Superintendent of Schools plans to spend \$44,085,309.00 for the 2023-24 school year. Of that amount, \$963,434.00 is tied to actions/services in the LCAP and \$43,121,875.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

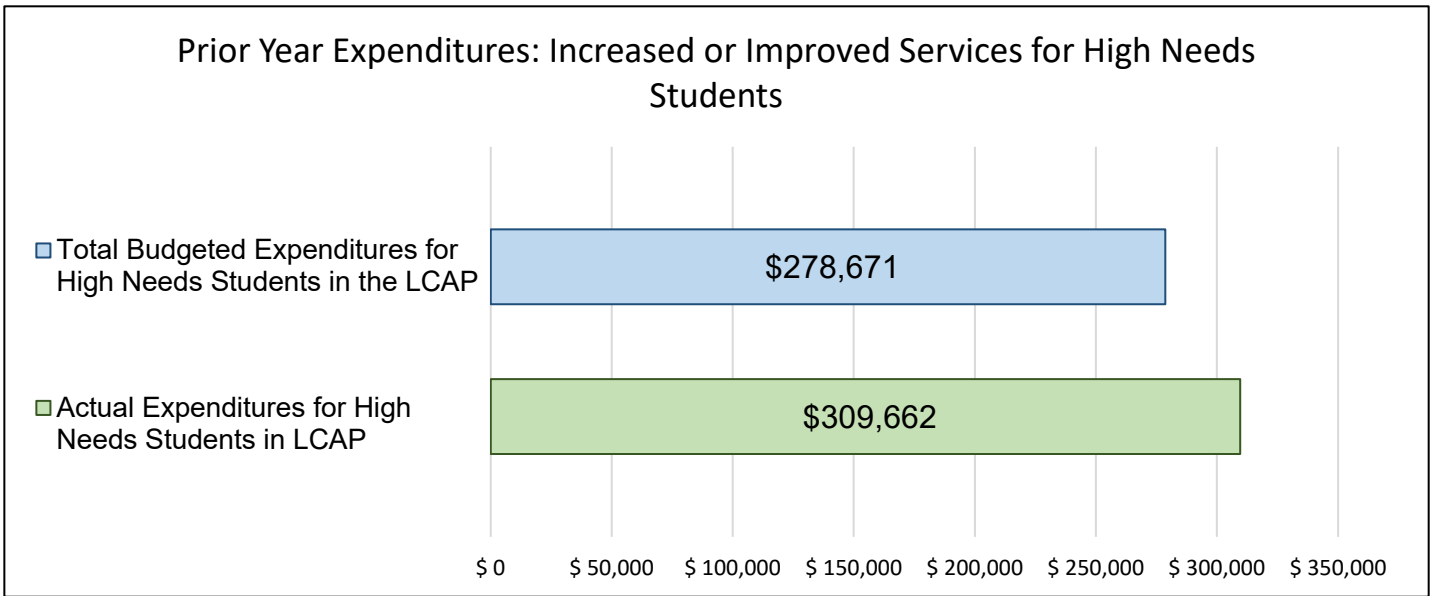
The General Fund operating expenses of Pathways Charter Academy that are not included in the LCAP include base level school staffing costs as well as support services beyond the school and students, fiscal services and administration of non-student related programs, and services such as maintenance, 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 2023-24 School Year

In 2023-24, Sutter County Superintendent of Schools is projecting it will receive \$168,144.00 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 \$316,865.00 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 2022-23



This chart compares what Sutter County Superintendent of Schools budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2022-23, Sutter County Superintendent of Schools's LCAP budgeted \$278,671.00 for planned actions to increase or improve services for high needs students. Sutter County Superintendent of Schools actually spent \$309,662.00 for actions to increase or improve services for high needs students in 2022-23.

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	Brian Gault Assistant Superintendent, Educational Services	BrianG@sutter.k12.ca.us 530-822-2947

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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. 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 of life according to their individual needs. Students in grades 9 –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 the goal of students returning back to their home school or graduating from FRA. This year enrollment at FRA fluctuates during the school year between 30 and 45 students.

According to the Fall 2022 Dashboard, 79.3% of students are socioeconomically disadvantaged, 0% are Foster Youth and 13.8% are English learners. Due to the transient population, 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, in general, is not always truly reflective or informative due to the typically short enrollment periods and small sample size of participants, especially in subgroups. Due to the number of English learners, metrics for Reclassification (4F) and Progress toward English Proficiency (4E) are not reported. Additionally, students who enroll in FRA are typically not prepared for the rigor of AP courses, however, if needed AP coursework can be accessed but it is not a standard part of the program. Additional metrics that are not reported include a percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education standards and frameworks (4C) or the percentage of students who have successfully completed both types of courses described in 4B and 4C (4D). Additionally, metrics for the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (4B) and the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (4H) are not tracked as the purpose of the Feather River Academy is to return students back to their school of origin after 1-2 semesters.

FRA does not expel pupils so there are no metrics to address pupil expulsion rate 6B. 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 continues to ensure small class sizes by funding 1 additional FTE above and beyond standard staffing ratios. A .8 FTE counselor is provided despite the low enrollment to ensure more academic and social-emotional support for students in the 2022/23 school year. Student and staff feedback indicates a positive impact from the increased number of adults on campus including administration (1), teachers (4), instructional aides (3), counselors (.8), Support Specialists (.4), Attendance and Outreach (1), Probation (1), Office Staff (2) support. These related actions will continue in the 23-24 LCAP actions and services. Dashboard data reflected throughout the plan was published in 2022 and is reflective of the 2021-22 school year. 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. Also, the Fall 2022 Dashboard did not report on the College/Career measures. Therefore, much of the data shared is locally collected.

Reflections: Successes

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

Due to the small enrollment numbers, the 2022 Dashboard for Feather River Academy only included one indicator. Therefore in order to best evaluate the successes and needs of FRA's student population, local data was collected and the following represent indicators of success that are supported through actions and services throughout the 2023-24 LCAP.

Based on input received through surveys, staff meetings, PAC meetings, student interviews, and informal conversations, FRA is most proud of the staff allocated to serve the students. The trusted and caring adults are identified by every educational partner group as being critical to the success of the students. We will continue to:

- Ensure all teaching positions are filled by credential teachers including one more teacher than traditional PTR would dictate. Ensuring small class sizes has been repeatedly identified by educational partners as being crucial to student success.
- Allocate three Instructional Aides to provide academic and behavioral support for all students.
- Allocate a .8 Counselor, supported by a .4 Intervention Specialist to help support robust and proactive MTSS for SEL.

Attendance rates increased from 53% average in 21/22 to 74% average mid-year 22/23 This is attributed to 456 personal contacts with 50 students/families throughout the year. We will continue to:

- Provide a full-time Attendance Outreach Coordinator and funding for individualized transportation to help improve attendance rates.

On Local Indicator Reflection Tool for Priority 2, Question 1 - FRA staff indicated progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks has improved from 2 across the board in 2021, to 3 for ELA, ELD, Science and History-Social Science in 2022, to 4 for ELA, Math, and History-Social Science in 2023. Staff attributes this to the collaboration time made available (Goal 2, Action 1). Collaboration time continues to be prioritized in the 23/24 LCAP.

In Priority 2, question 4 - Staff indicated progress in the implementation of state standards in the area of CTE (4 to 5), Health (2 to 3 to 4), and PE (1 to 3) opportunities. Growth was attributed to the strengthening of the partnership between SCSOS ROP/Department, support for the implementation of the Health Framework through SCSOS-sponsored CoPs, and an allocation of resources to develop a weight room and provide staff to instruct. These partnerships will continue in 23/24.

Curriculum and standards implementation has been identified by educational partners as a success. Professional development, coaching, and the integration of MyPath and Renaissance have all been credited with increasing the levels of student engagement, work completion, and credits earned. Co-Teaching is identified as a successful model being implemented in ELA and Math. The success is tied to bi-weekly common planning time which will continue in the coming year.

Professional Learning targeted to English learners through the *High 5 for All* series included a trainer-of-trainer model, which allowed for all staff to benefit from the information in order to implement schoolwide. Training and a focus on schoolwide implementation will continue in 23/24

Each action, metric, or program described above as successfully supporting student achievement will be maintained or expanded on in the 23/24 LCAP goals, actions, and services.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of the 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.

The Suspension Rate on the 2022 Dashboard was Very High at 37.5%. Data for subgroups include Hispanic students at 32.5% (Very High) and Socioeconomically Disadvantaged students at 34% (Very High). In order to address this identified need in 23/24, the school will focus on Trauma Informed Instruction and Restorative Practices with implementation support from Counselor, Outreach Specialist, and Probation staff.

The Dropout Rate in 22/23 of All Students was 35% and Expelled Youth was 60%, In 21/22 the dropout rate for all students was 16% and 60% for Foster Youth. There are areas of improvement that need to be addressed. Due to the decrease in this area, there is a need to continue to address this need supported through actions in goal 2 specific to promoting student engagement and a school culture conducive to learning.

FRA has spent a significant amount of time surveying parents, students, and staff in order to ensure needs are met and we are finding opportunities to improve. The Fall 22/23 Panorama Survey indicated that only 20% of students surveyed had a “positive sense of belonging”. The same survey administered in the Spring of 23 indicated that there was a subtle increase in a positive sense of belonging to 30% of the students stating they feel a “positive sense of belonging”.

Local Academic Assessment Data (STAR Renaissance) in ELA and Math shows constantly high percentages of students scoring below the 50th percentile. STAR Renaissance 2022/2023 Spring Data (in table below) only 4% were above the 50th percentile in Math and ELA.

2022-23 STAR Renaissance Data				
	ELA - Fall	ELA Spring	Math - Fall	Math - Spring
below 25th percentile	69%	89%	74%	91%
between 25th and 49th percentile	19%	7%	22%	4%
50th to 74th percentile	6%	4%	4%	4%
74th percentile and above	6%	0%	0%	0%

2021-22 STAR Renaissance Data				
	ELA - Fall	ELA Spring	Math - Fall	Math - Spring
below 25th percentile	Not Administered	91%	Not Administered	74%
between 25th and 49th percentile		9%		22%
50th to 74th percentile		0%		4%
74th percentile and above		0%		0%

LCAP Highlights

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

The 23/24 LCAP was developed after carefully reviewing data and engaging in reflective feedback from all educational partners. Goals, Actions, and Expenditures that carried over from 22/23 to 23/24 were determined to be essential for maintaining status and/or were producing measurable growth. A few new actions were added based on the same data and feedback reflections.

Virtually all survey data and educational partner input identified the need for highly qualified teachers and low pupil-to-staff ratios in order to develop and truly implement Individualized Learning and Support Plans. All actions in Goals 1 and 2 are being carried forward to 23/24 to ensure that the momentum in this practice can continue and grow.

While PBIS is still a focus of Goal 3 to address the high suspension rates, we have decided to build on that foundation with Action 7 (Restorative Practices and Trauma-Informed Instruction) by focusing resources on building systems designed to address the underlying causes of behaviors that have historically led to behaviors resulting in suspension and/or school avoidance resulting in poor attendance.

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.

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) has established a CSI team to support the development and implementation of improvement plans related to the indicators qualifying the school for comprehensive support. Sutter County Superintendent of Schools staff providing support to the school include; Assistant Superintendent for Educational Services, Senior Director of Curriculum, Instruction, and Accountability, Director of Student Support and Outreach, Assistant Superintendent of Special Education, MTSS/SEL Coordinator, and our Program Analyst. Feather River Academy qualified for CSI based on the Suspension Rate indicator on the 2022 Dashboard. The CSI Team uses a variety of evidence-based tools and strategies (Improvement Science) to implement actions, monitor effectiveness and adjust actions that will address indicators of low performance. The CSI team conducted 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.

In order to gather and consider a variety of stakeholder perspectives and opinions in the development of the CSI Plan, SCSOS staff engaged with the 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 uses a 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 the school. The theory is that low student performance on state indicators is directly correlated with the fact that this student population does not naturally see the value in conforming to school expectations.

Actions and interventions were identified as a result of using the data and information above. Strong consideration was given to proven evidence-based interventions that most closely align with our problem of practice, “The majority of students in our County Community School have not experienced success or belonging in a traditional setting. Many have extremely high ACE indicators. They have developed advanced avoidance tactics including school avoidance, acting out, sabotaging relationships, and work avoidance.”

Dataquest and local data showed that while we qualify for CSI based on suspension rates, attendance, and engagement continue to be areas of concern. PBIS was previously identified as an evidence-based multi-tiered system of support designed to create a positive school culture that will help to reduce absences, suspensions, and distractions to the learning environment with the ultimate product of increased academic achievement and more students successfully returning to the district for residence or graduating from FRA. While this will be continued as a maintenance goal, the primary focus for 23/24 will shift to learning about and implementing Restorative Practices as an integral component of the MTSS.

In response to areas of weakness identified in the most recent WASC LEA Self-Assessment, a focus on sustaining a strong Professional Learning Community (PLC) will continue. The LEA Self-Assessment and WASC visitation report helped to identify the fact that FRA had non-existent or weak academic data systems or practices. Local and state data indicate serious academic deficiencies or gaps in learning for the majority of students at FRA. The staff has worked diligently in 22/23 to develop systems and procedures that ensure data is 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 expectations. Staff will engage in ongoing PD related to increasing academic engagement and increasing rigor through Blended Learning delivery and more Project-based Learning opportunities.

Identified barriers to student success 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.

Inequities were primarily identified through the WASC LEA self-assessment process and fishbone diagram 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 a 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 for 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,

including FRA, are provided with 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.

Monitoring and Evaluating Effectiveness

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

The CSI Team including site staff and COE staff will continue to meet on a monthly basis through 2023-24. 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 Attendance & Outreach Coordinator records). Academic achievement is being tracked closely using local data including Fall and Spring 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. PBIS implementation is monitored by completing the Tiered Fidelity Inventory at recommended intervals through the implementation process.

Data collected and monitored include; Suspension and Discipline Data from Aeries, SWIS data, and school culture and student family social-emotional well-being through Fall and Spring Panorama Surveys and bi-annual California Healthy Kids Surveys)

Agenized 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Sutter County Superintendent of Schools and Feather River Academy believe strongly that the input received from all Educational Partners should directly impact the programs and guide the services developed for students. Our general process for Educational Partner engagement involves agendaizing LCAP goals, actions, services, and related expenditures at Staff (to include FRA Principal, Certificated, Classified, and Bargaining Unit) and Parent Advisory Committee meetings. Parent/student input, which is used to guide the allocation of resources, especially for unduplicated student groups, is gathered through surveys, formal PAC meetings, organized parent input sessions, student interview panels, and 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 agenda topic.

Staff (FRA Principal, Certificated, Classified, and Bargaining Unit): Staff Meetings where LCAP was discussed: 11/30/2022, 1/25/2023, 2/22/2023, 4/5/2023.

Students:

Fall 2022 and Spring 2023 - Panorama Surveys were administered

Student Panel Interview May 15, 2023

Parents:

March 17 LCAP Input Session- 8 families attended including 2 families of SpEd and 1 homeless. After a review of LCAP midyear data including current goals, actions, and expenditures, parents were prompted to share what they would like to see continued, removed, and/or added.

SELPA:

March 20, 2023- Site and COE administration met with the SELPA Director to review Special Education data and services provided.

Parent Advisory Committee: October 10, 2022, November 15, 2022, March 17, 2023

May 26, 9:00 AM- LCAP Approval

Other Community Partners:

Foster Youth Services - March 7, 2023

Plan for Expelled Youth - All District Partners - February 27, 2023

Plan for Expelled Youth - Yuba City Unified- April 26, 2023

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

March 8, 2023 - Mid-Year Status Update to the Board

June 14, 2023 - Public Hearing

June 22, 2023 - Board Approval

A summary of the feedback provided by specific educational partners.

Certificated and Classified Staff (including Bargaining Unit): Staff has shared that the ability to express their voice via surveys and in staff meetings has been a great tool to help create improvement in school programs.

Both Certificated and Classified Staff shared the desire to ensure paraprofessionals continue to be available for support for each classroom for the upcoming school year.

Although there is a concern that staffing can be challenging, staff shared that the expansion of CTE classes would be beneficial for students. Concerns are staffing in-person classes.

Professional development days have been beneficial in building capacity and developing pedagogy that is rigorous and relevant for students. The focus on ELD strategies using High Five resources has been instrumental in providing intervention support for ELD students and would be worth continuing in the coming year. In Addition, the prioritized PLC time has made it possible for teachers and paraprofessionals to actively engage in curriculum planning.

PBIS has been impactful. Students and staff feel connected with the new implementation of expectations and behavior matrix. Programs like Restorative Practices would be beneficial for the school.

Providing transportation services is vital to students' success. The current model does pull a paraprofessional from providing classroom support for a short time, however, staff feel the service is needed and necessary for student success.

Staff are adamant that Feather River Academy needs a counselor five days a week rather than four.

Expansion of a PE program that better serves the needs of the students.

Staff feel that creating a fourth teacher position to teach social science, would alleviate the overall caseload of teachers.

Students: Panorama Surveys were administered twice this school year during the Fall (September 2022) and Spring (May 2023). The survey content covers students' self-reflection on their own social-emotional skills and well-being measures. Additionally, questions in the Student Supports and Environment section focus on these three LCAP areas: school safety, teacher-student relationship, and sense of belonging. Results for Student Supports and Environment show that 51% of FRA students perceive their school to be a safe place, 46% of FRA students feel there is a positive student-teacher relationship at FRA and 45% of FRA students feel a sense of belonging at FRA.

Parents: Input included; the identified need for life skills (financial planning, resumes, interviews, etc); desire for more flexibility in scheduling to improve access to CTE courses (Culinary and media were mentioned specifically); Parents expressed an interest in offering some sort of sports program.

SELPA: Improve efforts to include the district of residence in all IEP meetings. Continue to utilize collaborative planning time to support co-teaching and push-in services.

Other Community Partners: Foster Youth Services Coalition encouraged continuing to increase access to behavioral and mental health support through partnerships between the school and community resources.

Plan for Expelled Youth - Improve efforts to monitor the term of the expulsion and actively support students and families in the readmission process and/or plan for alternate pathways to graduation.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational Partners expressed the need to continue actions developed in the prior year. A few changes to specific actions were added based on feedback. Each change expressed the need to maintain support for attendance, transportation, and expanded services in the area of Social and Emotional support.

Goal 1, Action 3 was updated to include the addition of the Reading with Relevance book study for 23-24 to Action 3.

Goal 2, Action 3 was updated to focus on EL Supports to include monitoring and tracking of current and reclassified English learners.

Goal 3 included the most changes with the addition of Restorative Practice Implementation in Action 7, additional hours for a paraprofessional to provide door-to-door transportation services in Action 2, the addition of Parent Square to increase communication with parents in Action 5, and the addition of the Centigix Crisis Alert System in Action 6 to address school safety.

Goals and Actions

Goal

Goal #	Description
1	Sutter County Superintendent of Schools/Feather River Academy will provide an environment that supports students in establishing individualized goals and support to meet those goals in order to be College and Career Ready. 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 by the traditional school setting and survey data indicates that upon entry into 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 the 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%	20-21 SARC 100%	21-22 SARC 100%	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1B - Student access to standards-aligned instructional materials Source: SARC	19-20 SARC 100%	20-21 SARC 100%	21-22 SARC 100%	N/A	100%
Priority 1C - Facilities in Good Repair Source: Facilities Inspection Tool (FIT)	2020 FIT Overall “Good Repair” rating	2021 FIT Overall “Good Repair” rating	2022 FIT Overall “Good Repair” rating	N/A	Maintain “Good Repair” rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 2A - Implementation of State Academic Standards</p> <p>Source: Local Indicator Tool for Priority 2</p>	<p>Spring 2021 Local Indicator Tool for Priority 2</p> <p>Professional Learning for Teaching - 2 (Beginning Development)</p> <p>Standards Implementation Health - 2 (Beginning Development)</p> <p>PE - 1 (Exploration and Research Phase)</p> <p>VAPA - 3 (Initial Implementation)</p>	<p>Spring 2022 Local Indicator Tool for Priority 2</p> <p>Professional Learning for Teaching 3 - (Initial Implementation ELA, ELD, NGSS, HSS)</p> <p>2 - (Beginning Development Math)</p> <p>Standards Implementation Health - 3 (Initial Implementation)</p> <p>PE - 3 (Initial Implementation)</p> <p>VAPA - 3 (Initial Implementation)</p>	<p>Spring 2023 Local Indicator Tool for Priority 2</p> <p>Professional Learning for Teaching = 4</p> <p>Standards Implementation Health = (3) Initial Implementation</p> <p>PE = (4) Full Implementation</p> <p>VAPA = (3) Initial Implementation</p>	N/A	<p>Professional Learning for Teaching --4 (Full Implementation)</p> <p>5 (Full Implementation and Sustainability) (updated 5-23)</p> <p>Standards Implementation</p> <p>Health - 4 (Full Implementation)</p> <p>PE - --4 (Full Implementation)</p> <p>5 (Full Implementation and Sustainability) (updated 5-23)</p> <p>VAPA - 4 (Full Implementation)</p>
<p>Priority 2B - EL access to CCSS and ELD Standards</p> <p>Source: STAR</p>	<p>2021 STAR (ELA)</p> <p>0 % of ELs in the 50th percentile or above</p>	<p>2022 STAR (ELA)</p> <p>0% of ELs in the 50th percentile or above</p>	<p>2023 STAR (ELA)</p> <p>0 % of ELs in the 50th percentile or above</p>		<p>25% of ELs will be in the 50th percentile or above</p>

<p>Priority 7A - Access to Broad Course of Study</p> <p>Source: Metrics identified in the Local Indicator Tool for Priority 7</p>	<p>Spring 2021 Local Indicator Tool for Priority 7</p> <p>VAPA</p> <p>11/38 or 30% of all students</p> <p>0% of ELs</p> <p>N/A Foster Youth</p> <p>11/38 or 30 % of Socioeconomically Disadvantaged</p> <p>3/18 or 17% of Students with Exceptional Needs</p> <p>PE</p> <p>0% of all students</p> <p>0% of ELs</p> <p>N/A of Foster Youth</p> <p>0% of Socioeconomically Disadvantaged</p> <p>0 % of Students with Exceptional Needs</p>	<p>Spring 2022 Local Indicator Tool for Priority 7</p> <p>VAPA (Fall 2021)</p> <p>12/38 or 32% of all students</p> <p>3/5 or 60% of ELs</p> <p>N/A Foster Youth</p> <p>12/29 or 41% of Socioeconomically Disadvantaged</p> <p>7/15 or 47% of Students with Exceptional Needs</p> <p>PE</p> <p>11/38 or 30% of all students</p> <p>1/5 or 20% of ELs</p> <p>N/A of Foster Youth</p> <p>9/29 or 31% of Socioeconomically Disadvantaged</p> <p>4/15 or 27% of Students with Exceptional Needs</p>	<p>Spring 2023 Local Indicator Tool for Priority 7</p> <p>Enrolled in <u>VAPA</u></p> <p>7/68 or 10% of All Students</p> <p>2/6 or .33% of ELs</p> <p>0/0 Foster Youth</p> <p>7/68 or .10% of Socioeconomically Disadvantaged</p> <p>0/1 or 0% of Foster Youth</p> <p>2/12 or 26% of Students with Exceptional Needs</p> <p><u>Enrolled in PE</u></p> <p>33/68 or 48% of All Students</p> <p>4/6 or .67% of ELs</p> <p>1/1 or 100% of Foster Youth</p> <p>33/68 or 48% of Socioeconomically Disadvantaged</p>	<p>N/A</p>	<p>VAPA</p> <p>75 % of all students</p> <p>75% of ELs</p> <p>75% of Foster Youth</p> <p>75% of Socioeconomically Disadvantaged</p> <p>75% of Students with Exceptional Needs</p> <p>PE</p> <p>75 % of all students</p> <p>75 % of ELs</p> <p>75 % of Foster Youth</p> <p>75 % of Socioeconomically Disadvantaged</p> <p>75 % of Students with Exceptional Needs</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			7/12 or .58 % of Students with Exceptional Needs		

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	Properly credentialed and appropriately assigned teachers.	\$216,983	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.	\$155,732	Y
3	Curriculum/Standards Implementation	Continue Edgenuity Online Platform Enhanced Professional Learning provided to teachers on the implementation of standards and best practices for teachers in supporting various types of learners, grade levels, and content areas within the same classroom through a blended learning model. Explore Project Based Learning as a supplement to core instruction to support increased engagement. Begin Reading with Relevance Book Study with 2 teachers	\$36,125	N

Action #	Title	Description	Total Funds	Contributing
4	Ensuring Broad Course Access	<p>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.</p> <p>Explore opportunities for increased physical education during the school day in order to create a more comprehensive program where students can be incentivized to earn credits toward graduation. Explore intramural sports during lunch. Continue weight training course.</p> <p>Create opportunities for students to participate in high-interest VAPA courses related to media arts.</p>	\$0	N
5	Co-Teach Model	<p>SELPA funded Special Education Teacher will co-teach in ELA and Math classes</p> <p>Continue core and Special Education staff having bi-weekly common planning time. CIA PD Coordinator will provide additional coaching support in implementation.</p> <p>Priority 7C</p>	\$0	N
6	ROP/CTE	<p>Increase student enrollment in SCSOS CTE courses through Tri-County ROP. Expand to 9th and 10th grade</p> <p>Continue to administer Virtual Job Shadow to establish career goals</p>	\$0	N

Goal Analysis for 2022-23

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.

There were no significant differences in planned actions vs. actual implementation.

Challenges with action implementation:

A long-term substitute was used for the first month of school to teach math. A teacher with a preliminary position took over in October 2022.

The paraprofessional who supports the English and Social Science teacher also assists with student transportation, which prevents the paraprofessional from providing full-time support that is much needed.

We determined it was necessary for our Special Education teacher to participate in training specifically provided by the Special Education department to increase capacity and best practices as well site specific training and collaboration. It is a challenge to prioritize the limited time..

Due to the relatively small size of our staff, all are required to be diverse in order to meet the needs of our students. In this case, the PE teacher having additional responsibilities, there was a challenge with implementing a comprehensive Physical Education program.

Successes with action implementation:

A math teacher with a preliminary credential was hired in October which helped create stability for students.

The Special Education teacher push-in model was implemented with success as students who have IEPs/504s are able to remain in the least restrictive environment and receive services without disruption.

Thirteen students enrolled in CTE classes; Culinary, and Welding/Manufacturing.

Reading w/ Relevance was implemented school-wide to enhance literacy skills using novels that are relatable to the student's interest.

Professional Development in PBIS Tier 1 was implemented to recognize students' positive behaviors rather than focus on the negative. SWIS data is used to drive decisions on how to identify problems that arise from behavior and come up with possible solutions.

Professional Development on Student-Centered Days has seen a dramatic increase in student engagement and hands-on activities while seeing discipline issues dramatically decrease on those particular days.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, Action 1 and 2- The substantive differences between planned expenditures and actual expenditures were due to salary increases as a result of negotiations.

Goal 1, Action 3 - Although there was not a financial substantive difference between planned expenditures and actual expenditures, the funding source shifted from LCFF to Other State Funds

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

Data on the metrics proved successful in providing an environment that supports students in establishing individualized goals and support to meet those goals in order to be College and Career Ready.

The ability to keep a staff-to-student ratio at 6 to 1 is vital to keeping students engaged.

Finding a math teacher late in the fall turned out to be a benefit to the school as the teacher fit nicely into the school community.

Re-introducing PBIS to the staff since it was disrupted due to covid has been a wonderful benefit to the school as the data from the SWIS allows the staff to identify the issue, what time, and day of the week are negative behaviors occurring more often.

CTE classes in culinary and welding/manufacturing have given students the opportunity to experience a trade they may be interested in after completion of high school. Students enrolled in culinary arts had the opportunity to earn their food handling certificate.

Student-Centered days have seen fewer issues with discipline and more students engaged due to hands-on activities for all core subjects

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.

Updated Actions:

Remove the book study of Leading the Co-Teaching Dance that was started in 2021-22 from Action 5 and add Reading with Relevance book study for 23-24 to Action 3.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

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 progressing 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 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 CAASPP and Dataquest	FRA 2019 Dashboard ELA - 123.2 points below standard Math - less than 11 students 2019 CAASPP ELA- 8.7% Met or Exceeded Math- 4.5% Met or Exceeded	Dashboard for 2020 and 2021 did not include CAASPP data 2021 CAASPP ELA- Less than 11 students tested Math- Less than 11 students tested	2022 Dashboard- no performance level ELA <11 students Math <11 students 2022 CAASPP ELA- 5.88% Met or Exceeded Math- 5.88% Met or Exceeded	N/A	Dashboard ELA - 100 points below standard Math - less than 11 students CAASPP ELA- 21% Met or Exceeded Math- 17 % Met or Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8A - Other Pupil outcomes Source:STAR ELA and Math	2021 STAR ELA Below the 25th percentile - 80% Between the 25th and 49th percentile - 17% Between the 50th and 74th percentile - 3% 75th and above percentile - 0% 2021 STAR Math Below the 25th percentile - 63% Between the 25th and 49th percentile - 20% Between the 50th and 74th percentile - 17% 75th and above percentile - 0%	2022 STAR ELA Below the 25th percentile - 91% Between the 25th and 49th percentile - 9% Between the 50th and 74th percentile - 0% 75th and above percentile -0% 2022 STAR Math Below the 25th percentile - 91% Between the 25th and 49th percentile - 6% Between the 50th and 74th percentile - 3% 75th and above percentile - 0%	2023 STAR ELA Spring Scores Below the 25th percentile - 89% Between the 25th and 49th percentile - 7% Between the 50th and 74th percentile - 4% 75th and above percentile -0% 2023 STAR MATH Spring Scores Below the 25th percentile - 91% Between the 25th and 49th percentile - 4% Between the 50th and 74th percentile - 4% 75th and above percentile - 0%	N/A	STAR ELA Below the 25th percentile - 20% Between the 25th and 49th percentile - 25% Between the 50th and 74th percentile - 35% 75th and above percentile - 20% STAR Math Below the 25th percentile - 20% Between the 25th and 49th percentile - 25% Between the 50th and 74th percentile - 40% 75th and above percentile - 15%

Actions

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	\$69,526	Y
2	Classified Support	Paraprofessionals to provide daily academic and SEL support to targeted students identified through academic data analysis and referrals from SEL screeners	\$151,105	N
3	EL Supports	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. Staff will implement the process described in the EL Master Plan in order to track the progress of EL students and reclassify ELs as a standard component of their regularly scheduled ILP reviews. Lead the Title III Consortium - plan, implement, and participate in activities designed to support English learners	\$8,382	Y

Goal Analysis for 2022-23

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.

There were no substantive differences in the planned actions for goal 2.

Challenges with action implementation:

Due to other requirements of staff members in particular paraprofessionals who assist in student transport, paraprofessionals are not able to attend the beginning of professional development and collaboration sessions.

Academic Language, staying up on the latest technology on the numerous platforms used at FRA has been a challenge finding time to use the collaboration time to offer additional support or training.

Setting aside time during the collaboration to look at data to drive decisions for students who are categorized as ELD to meet the requirement set forth by the EL master plan.

Paraprofessionals need additional training on how to work with the teacher(s) they support in a much more efficient manner and how to lead intervention groups with students at multiple levels of academic skills.

Successes with action implementation:

The creation of a Designated ELD class that assists English learners to develop critical English skills necessary for academic content learning in English.

High 5 training shared by a teacher who attended the training has created the capacity for teachers to implement tools and strategies to support students who struggle with academic language, reading comprehension, and literacy.

Paraprofessionals are participating in all professional development training, which is building capacity and increasing their skills on how to best serve the teacher in the classroom.

Professional Development time assisted teachers with leadership and training provided by Sutter County Superintendent of Schools Education Services to develop instructional days called “Student-Centered Days,” which focus on addressing students’ modalities of learning and retention.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, Actions, 1 and 2- The substantive differences between planned expenditures and actual expenditures were due to salary increases as a result of negotiations.

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

Data on the metrics proved successful in planning programs, developing plans, and providing data from assessments that will maximize student outcomes.

Weekly collaboration improved school culture-related academic expectations. Development of student-centered days. Evaluating STAR data to guide instruction. Show increases in STAR data here **Though not much of an increase we did see 4% of the student body achieved 50% or higher in Math and 7% in ELA.

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.

Updated Actions:

Action 3: Change the action title from EL Professional Learning to EL Supports to include monitoring and tracking of current and reclassified English learners.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

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
<p>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</p> <p>Source: CHKS Survey or Panorama</p>	<p>2021 Survey Participation Rate (CHKS)</p> <p>0% All parents</p> <p>0% Unduplicated</p> <p>0% Exceptional Needs</p>	<p>2022 Survey Participation Rate (Panorama)</p> <p>40% 15/38 All parents</p> <p>80% 12/15 Unduplicated (SED, English Learner, Hispanic, Black or African American)</p> <p>Data not available disaggregated for Students with Exceptional Needs</p>	<p>2023 Survey Participation Rate (Panorama and CHKS)</p> <p>2022 Fall Survey Participation Rate</p> <p>14% - 6/42 All parents</p> <p>0% Unduplicated</p> <p>26% Exceptional Needs *SPED*</p>	N/A	<p>Survey Participation Rate</p> <p>75% All parents</p> <p>75% Unduplicated</p> <p>75% Exceptional Needs</p>
<p>Priority 5A - Attendance</p> <p>Source - P2 Attendance Report</p>	<p>2020-21</p> <p>53%</p>	<p>2021-22</p> <p>76%</p>	<p>2022-23</p> <p>77%</p>	N/A	87%
<p>Priority 5B - Chronic Absenteeism</p> <p>Source - Dashboard - Chronic Absenteeism Indicator and Data Quest</p>	<p>FRA 2019 Dashboard - Less than 11 students at 7th-8th Grade</p> <p>2020-21=66%</p> <p>updated in 5/2023 based on 20-21 Data Quest: 91.5%</p>	<p>FRA 2021 Dashboard - Not reported</p> <p>2021-22=68%</p>	<p>FRA 2022 Dashboard - Not reported</p> <p>All Students=80%</p> <p>57/71 Students</p> <p>SED = 79%</p> <p>49/62 Students</p>	N/A	25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5C - Middle School Dropout Rate Source: AERIES	2020-21 0 students	2021-22 0 students	22-23 0 Students	N/A	Maintain 0 Students
Priority 5D - High School Dropout Rate Source: CALPADS 1.12	2020-21 6 students	2021-22 10 students	2022-23 5 students (5/31 -16%)	N/A	2 Students
Priority 9 - High School Dropout Rate (expelled youth only) Source: CALPADS	2020-21 5% of Students	2021-22 70% of Students	2022-23 60% (3/5 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	FRA 2021 Dashboard - 26.3% Graduated	FRA 2022 Dashboard - not reported	N/A	75% Graduated
Priority 9 - Graduation Rate (expelled youth only) Source: CALPADS 15.1 or 15.2	2020-21 33%	2021-22 0%	2022-23 33%	N/A	65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A - Suspension Rate Source: Suspension Rate Indicator (Dashboard) and/or CALPADS 7.10 and 7.12	FRA 2019 Dashboard - 31.7%	FRA 2021 Dashboard - Not reported 27.14% (CALPADS)	2022 Dashboard 37.5% (very high) 36.6% - (CALPADS)	N/A	20%
Priority 6B - Expulsion Rates Source:CALPADS	Does not apply as students are in a school for expelled youth	Does not apply as students are in a school for expelled youth	Does not apply as students are in a school for expelled youth	N/A	Does not apply as students are in a school for expelled youth

<p>Priority 6C - Other local measures, including survey of pupils, parents and teachers on the sense of school safety and connectedness</p> <p>Source: CHKS Survey or Panorama</p>	<p>2020-21 - CHKS</p> <p>Sense of School Safety (Safe of Very Safe)</p> <p>Students - 85%</p> <p>Parents- 0% responded</p> <p>Sense of School connectedness</p> <p>Students - 64%</p> <p>Parents- 0% responded</p> <p>Total School Supports (Pretty Much or Very True)</p> <p>Students- 59%</p> <p>Parents- 0% responded</p>	<p>2021-22 - Panorama Spring 2022 Results</p> <p>Sense of School Safety (Safe of Very Safe)</p> <p>Students - 54%</p> <p>Parents- 80%</p> <p>Staff- 85.7% (Empathy Interview)</p> <p>Sense of School connectedness</p> <p>Students -34%</p> <p>Parents- 53%</p> <p>Staff- 89% (Empathy Interview)</p> <p>Total School Supports (Pretty Much or Very True)</p> <p>Students- 47%</p> <p>Parents-75.5%</p> <p>Staff- 90% (Empathy Interview)</p>	<p>2022-23 - Panorama Spring 2023 Results</p> <p>Sense of School Safety (Safe of Very Safe)</p> <p>Students -43 %</p> <p>Parents- Opt out due to CHKS survey</p> <p>Sense of School connectedness</p> <p>Students -20 %</p> <p>Parents- Opt out due to CHKS survey</p> <p>Total School Supports (Pretty Much or Very True)</p> <p>Students -27%</p> <p>Parents- Opt out due to CHKS survey</p> <p>CHKS Data - (March 2023)</p> <p>Sense of School Safety (Safe of Very Safe)</p> <p>Students - 36%</p> <p>Parents- low response rate 6/42 so no data available</p> <p>Sense of School connectedness</p>	<p>N/A</p>	<p>Sense of School Safety</p> <p>Students - 95%</p> <p>Parents- 100%</p> <p>Sense of School Connectedness</p> <p>Students - 85%</p> <p>Parents- 85%</p> <p>Total School Supports (Pretty Much or Very True)</p> <p>Students- 80%</p> <p>Parents - 80%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Students - 30%</p> <p>Parents- low response rate 6/42 so no data available</p> <p>Staff- __% (data pending)</p> <p>Total School Supports (Pretty Much or Very True)</p> <p>Students- 35%</p> <p>Parents- low response rate 6/42 so no data available</p> <p>Staff- __% (data pending)</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Outreach	<p>Attendance and Outreach Coordinator tracks and monitors attendance, conducts home visits, and provides individualized transportation.</p> <p>Funds are allocated to support homeless students and their families overcome barriers to school attendance and school success.</p>	\$106,387	Y

Action #	Title	Description	Total Funds	Contributing
2	Transportation	Address transportation barriers by providing personalized transportation by school staff and/or providing bus passes Extend hours of a less than full time Paraeducator to report early in order to use the school van to provide door to door transportation for identified students.	\$21,862	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.	\$42,026	Y
4	PBIS Implementation	Continue focus on PBIS through work with SCSOS SEL Coordinator Provide incentives for students to reinforce positive behavior and attendance	\$11,063	Y
5	Parent Liaison	Maintain Parent Liaison/Receptionist to increase communication and inclusion of parents SED and EL parent. Coordinates translation services to ensure all parents have access to and receive information. Use Parent Square to increase the frequency of communication with parents.	\$43,377	Y
6	Campus Supervision	Implement the Centegix Crisis Alert platform, an incident response solution that protects students and staff members by empowering teachers and staff to call for help should a situation on campus require police or medical attention. Centigix allows for immediate and coordinated response to any dangerous situation. The system provides data to track usage patterns for planning and resource allocation purposes.	\$9,849	Y

Action #	Title	Description	Total Funds	Contributing
7	Coordination of Services for Expelled Youth	Meet twice a year at the end of each semester to review implementation of the Expelled Youth Plan and student progress towards readiness to return to district of readiness	\$0	N
8	Restorative Practice Implementation (New)	School site assigned probation officer will participate in training through the International Institute for Restorative Practices. Probation, Site Admin and Counseling staff will lead ongoing training for all site staff. Training to include on-site and virtual training and book study "Restorative Justice Conferencing."	\$84,489	Y

Goal Analysis for 2022-23

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.

The only substantive difference between the implementation of planned actions and actual implementation was in Goal 3, Action 6 (Campus Supervision). We were not able to hire for the position of campus supervisor and instead internal staff provided the needed security. In 23-24 the action was shifted to the Centigix Crisis Alert platform.

Challenges with action implementation:

Staff availability remains an issue due to the large number of students who need to be transported to and from school. FRA has implemented a short-term solution by pulling a paraprofessional from their duties to be used as a second driver.

There is a need to streamline the communication between administration from FRA and district partners on the process of student re-entry back into their respective districts.

Parent engagement in person continues to remain an obstacle. We have alleviated some of the issues by scheduling meetings via zoom.

Successes with action implementation:

The launching of Parent Square has given teachers as well as the administration the ability to communicate with parents in a much more fluid manner.

Implementation of a new alternative emergency notification platform will improve staff and student readiness during an emergency.

Counseling services provided to students on campus have helped students who struggle with mental health issues.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3, Actions 1, 2, and 5- The substantive differences between planned expenditures and actual expenditures was due to salary increases as a result of negotiations.

Goal 3, Action 4 - The substantive differences between planned expenditures and actual expenditures was due to additional PBIS incentives being purchased than was originally planned.

Goal 3, Action 6 - The substantive differences between planned expenditures and actual expenditures was due to the inability to hire the campus supervisor position.

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

FRA has made tremendous strides in improving communication with the addition of Parent Square. A message can be sent out to parents immediately using this platform and parents are able to respond. Product data indicates 96% contactability through the platform.

Counseling services on site has been an asset as it has helped students with de-escalation, trauma, mediation and outside referral services to other partners and agencies.

Parent outreach and transportation has improved communication with families.

Coordination with school districts that are being served by FRA has created an efficient level of communication for parents and students who want to return to their district of residence.

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.

Added Actions:

Action 1 - Funds to support homeless students and their families overcome barriers to school attendance and school success.

Action 8 - Add Restorative Practice Implementation and associated actions due to dissatisfaction with current suspension and attendance data.

Updated Actions:

Action 2 - Extend hours of a less-than-full-time Paraeducator to report early in order to use the school van to provide door-to-door transportation for identified students.

Action 5 - Added Parent Square to actions in order to increase the frequency of communication with parents.

Action 6 - Removed staffing to provide supervision and instead replaced it with Centigix Crisis Alert System after it was determined that enrollment numbers did not support the need for additional staff but improved systems for notifying and responding to potentially dangerous situations is recommended.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

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 as a priority population in Sutter County. The actions and metrics in Goal #4 are aligned with the needs assessment coordinated by the SCSOS Foster Youth Services Coordinating Program (FYSCP) and guided by 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 the standardized identification and tracking of foster youth. Increasing the 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	2021-22 1 S4 Training - Spring 2022	2022-23 7 - (Yuba College Independent Living Program Youth Workshop, FYS PD to SSO Staff, 5 presentations at System of Support meetings)	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	2021-22 27 CFT Meetings	2022-23 24 CFT Meetings	N/A	50 attendance at meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FY Graduation Rate FY Chronic Absenteeism rate FY Suspension rate FY College going rate Source: Countywide Data sharing agreement	New measures of progress, therefore baseline data is unavailable at this time, but will be established using Year 1 Outcomes	Data Sharing Agreement was not established as anticipated.	64.3% - 2022 Graduation Rate 26.4% - 2022-23 Chronic Absenteeism Rate 14.3% - 2022-23 Suspension Rate TBD - 2022 College Going Rate	N/A	Desired outcomes will be established based on year 1 outcomes

Actions

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 Attend Monthly SuperFAST meetings for interagency placements	\$6,528	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

Action #	Title	Description	Total Funds	Contributing
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 for 2022-23

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.

Action 1- SuperFAST Meetings were attended monthly rather than bi-weekly.

Action 4- MOU is now established that supports both data-sharing using foster focus AND district links for YCUSD and LOUSD

Challenges with action implementation:

No major challenges this year.

Successes with action implementation:

Coordination of Services - FYSCP hosted quarterly Executive Advisory Council (EAC) meetings as planned, Specialists also have built strong relationships with YCUSD social workers which has helped improve educational case management of foster youth.

Professional Development - No contract with S4 this school year, FYSCP Specialists are in Phase 2 - Capacity Building and have started hosting professional development training this school year. Specialists completed 1 training for SSO Staff in December and is scheduled to host another Professional Development training at the end of May.

Educational Case Management - With no staff changes this year, there has been consistent educational case management of students. Specialists streamline internal processes by setting up quarterly grade checks and connecting students to resources such as tutoring services as needed.

Monitoring Student Outcomes - FYS Specialists hired at the end of last school year have increased knowledge and skills in utilizing Foster Focus to track educational case management. SSO Director was able to establish a MOU to establish a shared Foster Focus Data Link with Yuba City Unified and Live Oak Unified. Specialists continue to send Weekly Foster Youth Enrollment Reports to LEAs, a process established in Spring 2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantive differences in what was planned and actual expenditures.

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

The specific actions have been significant steps toward improving the ongoing coordination of services, increased identification, and case management services targeted towards closing the achievement gap for foster youth. These are necessary elements to achieve improved educational outcomes for foster youth. Progress towards this goal is evident in the positive attendance and meaningful discussions at the Executive Advisory Council Meetings.

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.

Updated Actions:

Action 1 - shift from hosting bi-monthly SuperFAST meetings to attending monthly meetings.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$168,144	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.11%	0%	\$0	0%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

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 88% of our SED students are below the 25% percentile on the 22/23 STAR Test in ELA and 95% are below the 25th percentile in Math. This data is mirrored with our ALL Student Subgroup in ELA and Math which supports our plans to provide the identified supports on a schoolwide basis.

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. Additional certificated staff decrease class size to allow for more intense and individualized monitoring. As well as Goal 2 to include; action 1-collaboration, action 2- additional paraprofessional support, and action 3- 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 and tutoring, specifically for Foster Youth, will provide additional targeted support for students. Although ELs are not a significant student group, the continued contract support provided by Theresa Hancock will support the academic language development for all students.

All actions are continued from the 2022-23 LCAP. Educational Partner 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.

These actions are being provided on an LEAwide basis and we expect all students performing below the 25th percentile academically 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 educational partners 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 the 2022-23 attendance rate for our SED and All students was 74%. 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 79% were chronically absent (missing 10% more of the days enrolled) as compared to the All student group which was 80%. Although there is no gap in performance, the high rate demonstrates the high need to address this concern. In 2023-23, 32.5% of Hispanic and 34% of SED students were suspended at least once compared to the All Student group which showed 37.5% of students were suspended at least once. While no gap exists, the high rate of suspension is a concern to staff and Educational Partners. Additionally, our students conveyed that counseling services and extra-curricular activities helped them be better prepared to engage in instruction and avoid acting out. 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, action 5- a parent liaison to increase communication efforts among families as well as the implementation of Parent Square and action 7 - Restorative Practice Implementation

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 support, increased counseling services and extra-curricular activities, and consistent parent communication, we anticipate our SED students' attendance rates and suspension rates will be more positively affected. Additionally, we anticipate the feedback from our educational partners 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 2.11%. The actions identified within the prompt above will be completed in order to meet this proportionality percentage.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Sutter County Superintendent of Schools does not receive the Concentration Grant Add On

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 738,916.00	\$ 822,824.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staffing	No	\$ 190,005	\$ 211,513
1	2	Class Size Reduction	Yes	\$ 121,384	\$ 153,730
1	3	Curriculum Standards/Implementation	No	\$ 26,500	\$ 22,539
1	4	Ensuring Broad Course Access	No	\$ -	\$ -
1	5	Co-Teach Model	No	\$ -	\$ -
1	6	ROP/CTE	No	\$ -	\$ -
2	1	Collaboration	Yes	\$ 73,426	\$ 78,522
2	2	Classified Support	No	\$ 121,837	\$ 144,147
2	3	EL Professional Learning	Yes	\$ -	\$ -
3	1	Attendance and Outreach	Yes	\$ 85,701	\$ 102,446
3	2	Transportation	Yes	\$ 16,090	\$ 15,096
3	3	Counseling Services	Yes	\$ 24,420	\$ 30,090
3	4	PBIS Implementation	Yes	\$ 12,300	\$ 16,839
3	5	Parent Liason	Yes	\$ 37,084	\$ 41,531
3	6	Campus Supervisor	Yes	\$ 24,196	\$ -
3	7	Coordination of Services for Expelled Youth	No	\$ -	\$ -
4	1	Coordination of Services	No	\$ 5,973	\$ 6,371
4	2	Professional Development	No	\$ -	\$ -
4	3	Educational Case Management	No	\$ -	\$ -
4	4	Monitoring Student Outcomes	No	\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 7,477,441	\$ 179,402	0.00%	2.40%	\$ 309,662	0.00%	4.14%	\$0.00 - No Carryover	0.00% - No Carryover

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Sutter County Superintendent of Schools
CDS code:	51 10512 0000000
LEA contact information:	Brian Gault
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year		Amount
Total LCFF funds	\$	11,306,536
LCFF supplemental & concentration grants	\$	168,144
All other state funds	\$	14,144,633
All local funds	\$	16,070,941
All federal funds	\$	5,036,967
Total Projected Revenue	\$	46,559,077
Total Budgeted Expenditures for the 2023-24 School Year		Amount
Total Budgeted General Fund Expenditures	\$	44,085,309
Total Budgeted Expenditures in the LCAP	\$	963,434
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	316,865
Expenditures not in the LCAP	\$	43,121,875
Expenditures for High Needs Students in the 2022-23 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	278,671
Actual Expenditures for High Needs Students in LCAP	\$	309,662

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners 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 Section 52064[b][4-6]*).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meet 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 tool for engaging educational partners.

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 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statutes and regulations specify the educational partners 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.

The 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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals and actions.

Information and resources that support effective 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 the 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).