

Agenda

SUTTER COUNTY BOARD OF EDUCATION

Regular Meeting

Wednesday, June 23, 2021 - 5:30 p.m.
Sutter County Superintendent of Schools Office
970 Klamath Lane – Board Room
Yuba City, CA 95993

Participation Available Via Teleconference

<https://us02web.zoom.us/j/89287936829>

NOTICE TO THE PUBLIC

Public Hearings

- *Sunshine 2020-2021 Bargaining Proposal CSEA Chapter 634 (Classified Employees)*

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

5:30 p.m. 1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Roll Call of Members:

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

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

Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. *The California Government Code, Section 54954.3(a) states, ".....no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*

5.0 Public Hearing to Sunshine 2020-2021 Bargaining Proposal CSEA Chapter 634 (Classified Employees)
Mona Brokenbrough and Ron Sherrod

Pursuant to Government Code Section 3547, the initial negotiations proposals of the exclusive representative union shall be “sunshined” for public comment.

CSEA Local Chapter is presenting a proposal for the 2020-2021 school year for sunshining in order to begin negotiations.

- 6.0 2021-2024 Sutter County Plan for Providing Educational Services to Expelled Students – Brian Gault **[Action Item]**

Education Code 48926 requires that county superintendents, in conjunction with superintendents of the school district within the county, develop a plan for providing educational service to expelled pupils in that county.

- 7.0 Adopt Resolution No. 20-21-VII to Establish an Enterprise Fund Nic Hoogeveen- **[Action Item]**

To open a Sutter County Career Training Center Enterprise Fund at the Auditor-Treasurer.

- 8.0 SCSOS Plan to Support the School Districts within Sutter County – Brian Gault

Pursuant to Education Code 5200.5(a), the county superintendent of schools shall submit the summary described in this subdivision with its Local Control and Accountability Plan.

- 9.0 Pathways Charter Academy 2020/2021 Local Indicators Brian Gault

The Pathways Charter Academy requires an annual review of the local indicators for priorities 1, 2, 3, 6 and 7. The local indicators have been completed and are presented for your information.

- 10.0 Feather River Academy 2020/2021 Local Indicators Brian Gault

The Sutter County Superintendent of Schools Dashboard requires an annual review of the local indicators for priorities 1, 2, 3, 6, 7, 9 and 10. The local indicators have been completed and are presented for your information.

- 11.0 Adoption of Sutter County Superintendent of Schools’ 2021-2024 Local Control and Accountability Plan (LCAP) Brian Gault - **[Action Item]**

The proposed 2021-2024 Local Control and Accountability Plan (LCAP) for Sutter County Superintendent of Schools is being presented for adoption.

- 12.0 Adoption of the Pathways Charter Academy 2021-2024
Local Control and Accountability Plan (LCAP)
Brian Gault - **[Action Item]**

The proposed 2021-2024 Local Control and Accountability Plan (LCAP) for Pathways Charter Academy is being presented for adoption.

- 13.0 Adoption of the 2021-2022 Sutter County Superintendent of Schools' Budget – Nic Hoogeveen **[Action Item]**

The proposed 2021-2022 Sutter County Superintendent of Schools' Budget is being presented for adoption.

- 14.0 Items from the Superintendent/Board

- 15.0 Adjournment

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the Superintendent's Office at 530-822-2900 for assistance. Notification at least 48 hours prior to the meeting will enable the Superintendent's Office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.

All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the Sutter County Superintendent of Schools Office located at 970 Klamath Lane, Yuba City, CA 95993.

Agenda Item No. 5.0

BOARD AGENDA ITEM: Public Hearing to Sunshine 2020-2021 Bargaining Proposal
CSEA Chapter 634 (classified employees)

BOARD MEETING DATE: June 23, 2021

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

CSEA, Chapter 634

SUBMITTED BY:

CSEA, Chapter 634

PRESENTING TO BOARD:

Mona Brokenbrough, CSEA President
Ron Sherrod, Asst. Superintendent,
Business Services

BACKGROUND AND SUMMARY INFORMATION:

Pursuant to Government Code Section 3547, the initial negotiations proposals of the exclusive representative union shall be “sunshined” for public comment.

CSEA, Local Chapter 634 is presenting its proposals for the 2020-2021 school year for sunshining. The 2020-2021 school year is the first year of a new three year “full book”.

The SCSOS previously “sunshined” their initial negotiations proposals for the 2020-2021 school year at the April 14, 2021 meeting of the Board.

SUTTER COUNTY BOARD OF EDUCATION

NOTICE OF PUBLIC HEARING

The Sutter County Board of Education hereby gives notice that a Public Hearing will be held as follows:

TOPIC OF HEARING:

Sunshine 2020/2021 Initial Bargaining Proposals – Sutter County Superintendent of Schools for CSEA Chapter 634 (classified)

HEARING DATE: June 23, 2021

TIME: 5:30 p.m.

LOCATION: Board Room
Sutter County Superintendent of Schools
970 Klamath Lane
Yuba City, CA 95993

Participation Also Available Via Teleconference

<https://us02web.zoom.us/j/89287936829>

Copies of the proposals are available for review at the Superintendent of Schools Office.

For additional information, contact Superintendent Tom Reusser, Sutter County Superintendent of Schools, 970 Klamath Lane, Yuba City, California. (530) 822-2900

Posted: 6/11/21



California
School
Employees
Association

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Ben Valdepeña
Association President

Keith Pace
Executive Director

Member of the AFL-CIO

The nation's largest
independent classified
employee association



June 9, 2021

VIA Electronic Mail

mona.brokenbrough@gmail.com

Mona Brokenbrough, President
CSEA Chapter No. 634

RE: Initial Proposal for Successor Agreement

Dear President Brokenbrough:

I have received the initial proposal for the Successor Agreement between the Sutter County Superintendent of Schools and California School Employees Association and its Sutter COE Chapter No. 634 that will be in effect from July 1, 2020 through June 30, 2023.

It has been reviewed in accordance with Policy 610. I have found no apparent violations of law, CSEA's Constitution and Bylaws or Policy. **This initial proposal will need to be approved by the membership prior to starting negotiations.**

Please remember, once a tentative agreement has been reached, a signed copy of the tentative agreement must be forwarded to the field office immediately for a Policy 610 review **before** the tentative agreement may be ratified.

Please feel free to contact my office if you have any questions or concerns.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Kyle Tomlinson
Field Director

Attachment

Cc: Joseph Stottman, Regional Representative #74; Wayne Harris, Area A Director, Rachel Kennedy, Labor Relations Representative; Chapter Contract File #634

Initial Proposal

From
California School Employees Association
Sutter County Superintendent of Schools Chapter #634 (CSEA)
to the
Sutter County Superintendent of Schools (SCSOS)
for the
2020/2021 Successor

The California School Employees Association and its Sutter County Superintendent of Schools Chapter #634 (CSEA) proposes to negotiate the following articles of the current contract for the 2020 – 2021 successor agreement. CSEA proposes to do an Open Book and review each article in the successor agreement for language clean up and updates in line with updated ed code or any new laws. Articles we intend to change will be as follows:

- Article 1: Recognition-CSEA proposes the addition of newly ratified classified positions.
- Article 2: Term of Agreement, CSEA proposes to update with a new term.
- Article 3: Organizational Security CSEA proposes to remove the service fee payer language.
- Article 4: Association Rights CSEA proposes to address language related to association release time.
- Article 6: Procedures for Evaluation CSEA proposes to update the probationary timeline and the process for evaluation
- Article 7: Grievance Procedure: CSEA proposes to update who can file a grievance and make changes to the formal grievance process.
- Article 8: Reassignments, Transfers and Promotions CSEA proposes to negotiate probationary period of promotions, address the minimum increase when promoted and what is considered compensatory wages.

- Article 10: Salary and Expenses – CSEA proposes to negotiate fair and equitable pay increase, the ambiguity of how it is determined where employees fall in the step levels when hired or transferred, the length of time of the experience steps and to remove language from contract that does not apply to teacher of record and address RSAI Paras.
- Article 11: Health Benefits – CSEA proposes to request an increase in employer contribution.
- Article 16: Safety Conditions of Employment - CSEA proposes to request an increase in the reimbursement of shoes for custodial, maintenance and food service. CSEA proposes to remove language from Section E: 3.
- Article 17: Specialized Health Care-CSEA proposes to negotiate language pertaining to the update of long-term specialized care vs. acute specialized care.
- Addendum A: Salary Schedule CSEA proposes to negotiate a reorganization of the current steps and square the salary schedule with new minimum wage.

BOARD AGENDA ITEM: 2021-2024 Sutter County Plan for Providing Educational Services to Expelled Students

BOARD MEETING DATE: June 23, 2021

AGENDA ITEM SUBMITTED FOR:

 x Action

 Reports/Presentation

 Information

 Public Hearing

 Other (specify)

PREPARED BY:

Brian Gault

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

Education Code 48926 requires that county superintendents, in conjunction with superintendents of the school district within the county, to develop a plan for providing educational service to expelled pupils in that county. The initial plan was to be adopted by the governing board in each school district within the county and by the county board of education in 1997. Education code 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the State Superintendent of Public Instruction.

The Sutter County Plan for Expelled Youth has been updated for 2021-2024 and it presented for approval.

Sutter County
Plan for Providing Educational Services to Expelled
Students 2021-2024

By and Between

Sutter County Superintendents of Schools Office

and

AeroSTEM Academy

Brittan Elementary School District

Browns Elementary School District

California Virtual Academy at Sutter

East Nicolaus Joint Union High School District

Franklin Elementary School District

Feather River Charter School

Live Oak Unified School District

Marcum-Illinois Union School District

Meridian Elementary School District

Nuestro Elementary School District

Pleasant Grove Joint Union School District

South Sutter Charter School

Sutter Peak Charter Academy

Sutter Union High School District

Twin Rivers Charter School

Winship Community School

Winship-Robbins Elementary School District

Yuba City Unified School District

Yuba City Charter School

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I. Legislative Overview

California *Education Code (EC)* Section 48926 requires each county superintendent, operating County Community Schools (CCS) to develop, in conjunction with school district superintendents, a plan for providing educational services to all expelled students in that county.

The plan must be adopted by each school district's governing board and by the County Board of Education. Educational programs established to serve expelled youth may be provided by the school district, the County Superintendent of Schools, or in joint agreement with the County Superintendent of Schools.

Chapter 974, Section 8, was enacted into law in 1995, as a result of the passage of Assembly Bill 922, Friedman. Section 48926 requires the development of a plan for providing education services to all expelled students and the submission of the plan to the State Superintendent of Public Instruction prior to June 30, 1997, as well as triennial updates on June 30th thereafter, including the outcome data required by Section 48916.1. In addition, this plan shall be distributed to every district superintendent in Sutter County.

Education Code 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and are placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to 48916.1, on June 30th thereafter.

Education Code 48916.1(a)

At the time of an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

II. Expulsion

Education Codes 48900, 48900.2, 48900.3, 48900.4, 48900.7, 48915 describe the offenses that may or shall result in the suspension or expulsion of a student from his/her school of attendance. Education Code 48916.1 requires the governing board of the expelling district to ensure that an educational program is provided for the expelled pupil for the duration of the expulsion. Additionally, the governing board of the expelling district maintains the responsibility for developing a *Rehabilitation Plan* for the expelled student and referring the student to an appropriate educational setting. Part of this plan will include a review of the district rehabilitation conditions to be completed prior to readmission to the expelling district.

When the expelling district determines that an educational option does not exist within the district for grades 7-12 expelled students, the district may refer the student to Sutter County Superintendent of Schools (SCSOS) County Community Schools. SCSOS County Community Schools include Feather River Academy (FRA) and Pathways Charter Academy (PCA). SCSOS will review the rehabilitation plan and develop an Individual Learning Plan (ILP), which may include a goal of returning to the expelling district.

Staff from the County Superintendent's Office, in conjunction with the County Probation Department (when appropriate), and the referring school district, will collaboratively develop alternate strategies for those community school students who have difficulty meeting the terms of their plan or who continue to pose a danger to other students.

III. Countywide Educational Service Plan for Expelled Students

Educational programs within Sutter County provide excellent opportunities for expelled students who are in need of traditional and/or alternative education programs. Local school districts offer a broad spectrum of services supplemented by Sutter County Superintendent of Schools programs, providing a continuum of services to expelled students.

- Intervention strategies on comprehensive school sites, alternative programs on and off comprehensive school sites, and/or referral to the Sutter County Superintendent of Schools programs respond to student diversity and community needs by providing opportunity for academic, social and emotional success. Educational leaders meet regularly throughout the year and throughout the county on a number of topics, including reviewing best practices in serving high-risk youth and families. These groups include, but are not limited to, Superintendents' Council, Curriculum and Instruction, Student Support and Outreach, Tri-County Induction Program, School Attendance and Review Board (SARB), Special Education Local Plan Area (SELPA), Human Resources, Internal and External Business, Adult Education, Tri-County ROP, Sutter One Stop, Shady Creek, Family Assistance Service Team (FAST) and The Family Intervention Team (FIT).

Each school district provides intervention strategies that may include, but are not limited to, providing counseling, student study teams, academic and emotional assessments, parent trainings, in-school suspensions, off-campus suspensions, Special Education services, after school activities, School Based Mental Health, and inclusion of Child Welfare and Attendance.

IV. Sutter County Superintendent of Schools Alternatives

County Community Schools educate students who are expelled from school districts or who are referred because of truancy or behavior problems. They also serve students who are homeless, on probation or parole, and who are not attending any school. Parents or guardians may also request that their child attend a county community school by submitting such a request to their district of residence.

V. Existing School District Alternatives

Each school district shall ensure that instructional services are provided for pupils who have been recommended for expulsion hearing and/or awaiting placement. A pupil whose behavior resulted in expulsion, including a stipulated expulsion, shall be given a *Rehabilitation Plan* that is designed by the expelling district. Student progress towards meeting the requirements of the *Rehabilitation Plan* should be monitored by the district of residence and the site of placement. Appropriate documentation should be maintained by the school of placement and presented to the expelling district upon a recommendation to return to district. The *Rehabilitation Plan* may involve one or more of the options outlined below.

The governing board of each school district shall determine which educational alternatives are appropriate and available. Educational alternatives throughout Sutter County for pupils recommended for expulsion include, but are not limited to:

- Expulsion, suspended order, with placement on the same campus.
- Expulsion, suspended order, with placement on a different school campus within the district.
- Expulsion, suspended order, with placement in district independent study, if the parent/guardian consents.
- Expulsion with referral to a district community day school, if available.
- Expulsion with subsequent transfer to another district.
- Expulsion with referral and recommendation to a specified school within the SCSOS County Community Schools programs (grades 7-12).

VI. County Community School Referral Process

The referring district shall provide the following documentation to SCSOS at the time of referral for enrollment:

- SCSOS County Community School Referral Form
- CSIS Number
- Expulsion Rehabilitation Plan (If expelled)
- Attendance and Discipline information
- Current transcripts and grades
- Assessment data
- Current SST Plan (if applicable)
- IEP/504 Plan (if applicable)

In addition, families/caregivers must provide a completed enrollment packet. Once all required information is received, a new student orientation is scheduled prior to

enrollment. While SCSOS cannot guarantee that its schools will never become full and therefore unable to accept new students, SCSOS will attempt to maintain space for expelled students through strategies such as limiting the enrollment of students who wish to attend the school on a voluntary basis in order to maintain space for students who are referred by probation, referred by a district, referred through SARB, or who have been expelled. Such strategies shall be implemented as SCSOS deems practical and reasonable, and as permitted by statute.

Expelled pupils referred to SCSOS County Community Schools, including Feather River Academy and Pathways Charter Academy, are under a *Rehabilitation Plan* developed by each district and will be held accountable to both the district and SCSOS for complying with the plan. For all pupils referred to a County Community School, if the placement does not result in meeting the pupil's needs or the pupil commits an offense(s) that precludes them from continuing at the county community school, the county community school staff will:

- Upon consultation with the expelling district, offer the student the option of enrolling in other programs available through SCSOS County Community Schools, or an alternative program operated by the expelling district
- Refer the pupil to the police department or probation (if appropriate)
- Inform and refer the pupil to their home district to find an alternative placement
- Inform the family/caregiver of the option of attending a charter school including charter schools other than a SCSOS County Community School, in or out of the county, or a private school (at the family's expense)

SCSOS County Community School staff will provide the expelling district with ongoing progress reports and notification of a pupil's change of residence, termination from the program, or completion of requirements for graduation. SCSOS County Community School staff will provide each district the data necessary to meet all necessary reporting requirements associated with Education Code section 48916.1.

VII. Referral Process for Students Receiving Special Education Services

For any pupil referred to SCSOS County Community Schools with an active IEP, the referring district must follow the established process to assure compliance with the Individuals with Disabilities Education Act (IDEA), Education Code section 56000, et seq, and Title 5 of the California Code of Regulations. The following steps include:

1. The referring district notifies county community school staff and SCSOS Special Education Administration of a pending referral to the County Community Schools.
2. The referring district will send to County Community School staff and Sutter County Special Education administration the following documents:
 - Documentation of prior interventions
 - Transcript
 - All testing records (SBAC, CELDT, ELPAC, etc.)

- Immunization records w/ TDAP
 - Discipline/behavior records
 - School attendance records
 - Expulsion documents (if student is expelled)
 - Rehabilitation plan to return to district (if student is expelled)
 - Most recent IEP (if student has IEP)
 - Most recent special education assessments
3. Upon receiving the corresponding documents from the referring district, the site administrator will review the information and determine a student's eligibility. Other staff will be used to review the information as needed - e.g., School Psychologist, Special Education Staff, Probation Officer, etc. Special Education students must be provided with the normal provisions, within SELPA timelines, to ensure the due process rights of the student and family, as well as ensure that the expelled student is placed in an appropriate environment that can meet the educational needs of the student per his or her IEP. This includes holding a Transition IEP Meeting once the student's referral has been reviewed and deemed appropriate by SCSOS Special Education Administration and County Community School staff. SCSOS staff must be in attendance at the student's Transition IEP. If the student's IEP stipulates services or materials not available on the County Community School campus, it shall be the responsibility of the referring district to provide and or fund the identified services and materials - e.g., transportation. No student with an IEP that does not provide for independent study will be placed in an independent study program.
 4. Once the information has been received, the referring school district shall be notified as soon as possible but no longer than five working days if the SCSOS staff does not believe that it offers an alternative program appropriate for the student. A written explanation for the decision will be provided.
 5. Once the student has been accepted, the parents/guardians are invited to an orientation meeting at the County Community School. SCSOS staff will notify the referring district if the parent misses two enrollment appointments or is not responsive to phone calls. SCSOS staff and the district will then determine next steps.
 6. Once the parent participates in the orientation meeting, the student may begin school immediately or on the following day.
 7. If the DOR is not the local education agency responsible for special education, County Community School staff will invite the DOR to all IEP meetings.

VIII. Support for Students Returning from Expulsion

Transition support for students returning from expulsion includes an end-of-term transition meeting to include the student/family, SCSOS County Community School staff, and district and/or school of residence staff. These meetings will be routinely scheduled by SCSOS staff, and held approximately five weeks before the end of each

semester. The transition team will review eligibility to apply for readmission.

- If readmission is determined to be the appropriate goal, the application timeline and paperwork will be initiated and a transition plan will be created. Transition plans should address time to acclimate from the alternative school setting to the comprehensive schools site and should include identification of a caring adult mentor established as a point of contact at the home school.
- If readmission is not determined to be the appropriate goal, the transition team should establish a 1-year plan aligned with established long-term goals.

IX. Gaps in Educational Services for Expelled Students

There were several potential gaps in providing a comprehensive service model for expelled youth in Sutter County as identified in the 2018 plan. The districts and SCSOS must work to develop solutions that are both educationally sound and financially possible.

1. 2018 Plan Identified Gap and Strategy: A pupil expelled under Education Code 48915 by a district could potentially reoffend under Education Code 48915, during placement in a district community day school or a county community school, resulting in a referral back to the district of residence.
 - a. 2018 Strategy:
 - When all educational options available to Feather River Academy are exhausted, placement in a contiguous county will be explored. Sutter County Superintendent of Schools has established a reciprocal relationship with Yuba and Colusa counties to address the service gap identified in the 2012 Plan.
 - Pupils have the option to apply to a private school at no expense to the school district or apply to a charter school in or out of the county. The private school or charter school is not obligated to accept the pupil.
 - b. 2021 Update:
 - Neither strategy identified above proved to be regularly available. Contiguous county programs are typically at capacity and enrollment in private or charter schools is difficult to facilitate.
 - Instead, pupils reoffending under Education Code section 48915 were typically given the choice of moving to an Independent Study Program offered at SCSOS County Community School. This was successful in that expelled students were not routinely referred back to the district of residence during the term of their original expulsion.
2. 2018 Plan Identified Gap and Strategy: The geographic spread of schools in Sutter County present a transportation challenge for the pupils and referring school districts to Feather River Academy.
 - a. 2018 Strategy: The county receives a limited number of referrals from schools not within the city limits of Yuba City. One staff member is available each morning to pick up students. In addition, students receive

Independent Study making it easier to access the program because they are required to come to campus only one day per week. This strategy remains in effect.

- b. 2021 Update: This strategy proved to be successful and should be continued.
- 3. 2018 Plan Identified Gap and Strategy: Elementary students may not be housed on the same campus as students in grades 7-12. Currently, Feather River Academy's programs are housed on a single site. Also, Elementary schools expel very few students.
 - a. 2018 Strategy: Sutter County continues to experience a small number of pupils expelled from elementary schools. These small numbers continue to pose a cost prohibitive challenge to establishing a classroom for Sutter County's expelled elementary pupils. This strategy remains in effect.
 - b. 2021 Update: A gap still exists. Elementary students are typically moved to a district independent study program rather than being referred to the community school. There is interest from the districts and SCSOS to explore expansion to include community school options for elementary aged students.
- 4. 2018 Plan Identified Gap and Strategy: Students whose behavior becomes increasingly dangerous or whose truancy does not respond to Probation or judicial consequences may no longer qualify to attend Feather River Academy and may be referred back to their DOR.
 - a. 2018 Strategy: In an effort to support students and families, FRA developed an afterschool program designed to provide education for students who have no other options. This program follows an Independent Study Program (ISP) style with the exception that an afterschool student could attend ISP daily if determined appropriate by FRA and parent. In the case where the afterschool program is not an option, FRA will provide the student's family a list of alternative schools and assist students in finding a new school and advise the district of residence.
 - b. 2021 Update: The option to enroll in Independent Study with after normal school hours appointments was successful in reducing the number of students referred back to DOR. Another action that proved effective was the establishment of a flow chart ensuring the involvement of DOR, Probation and Community School staff in problem solving prior to resorting to return to DOR.

There are several potential gaps in providing a comprehensive service model for expelled youth in Sutter County as identified in the 2018 plan and others added in 2021. The districts and SCSOS must work to develop solutions that are both educationally sound and financially possible.

1. Identified Gap and Strategy: A pupil expelled under Education Code section 48915 by a district could potentially reoffend under the same section during placement in a district community day school or a county community school, resulting in a referral back to the district of residence.
 - a. 2021 Strategy:
 - In consultation with the expelling district, students/families may be given the choice of transfer between FRA and PCA. Short-term Independent Study is offered through FRA and both independent study programs can make arrangements to meet with students outside of normal student attendance hours or at a mutually agreed upon off-site location.
 - When all educational options available to SCSOS County Community Schools are exhausted, placement in a contiguous county will be explored. SCSOS has established a reciprocal relationship with Yuba and Colusa counties to address the service gap.
 - Pupils have the option to apply to a private school at no expense to the school district or apply to a charter school, including charter schools other than a SCSOS County Community School, in or out of the county. The private school or charter school is not obligated to accept the pupil.
2. Identified Gap and Strategy: The geographic spread of schools in Sutter County present a transportation challenge for the pupils and referring school districts to FRA.
 - a. 2021 Strategy:
 - The County receives a limited number of referrals from schools not within the city limits of Yuba City. City bus passes are provided where appropriate. One SCSOS staff member is available each morning to pick up students. In addition, students receive Independent Study making it easier to access the program because they are required to come to campus only one day per week. This strategy remains in effect.
 - SCSOS expanded Independent Study opportunities through the addition of PCA upon referral by the District of Residence.
3. Identified Gap and Strategy: Elementary students may not be housed on the same campus as students in grades 7-12. Currently, Feather River Academy's programs are housed on a single site. Also, elementary schools expel very few students.
 - a. 2021 Strategy:
 - Sutter County continues to experience a small number of pupils expelled from elementary schools. These small numbers continue to pose a cost prohibitive challenge to establishing a classroom for Sutter County's expelled elementary pupils. There is interest from

the districts and the SCSOS to explore expansion to include community school options for elementary aged students.

- SCSOS has added PCA as an Independent Study option for elementary students.

4. Identified Gap and Strategy: Students whose behavior becomes increasingly dangerous or whose truancy does not respond to Probation or judicial consequences may no longer qualify to attend FRA and may be referred back to their DOR.

a. 2021 Strategy:

- In an effort to support students and families, SCSOS will provide Independent Study with contacts limited to 'outside of normal student attendance hours' or enrollment in PCA if determined appropriate by SCSOS, DOR and parent.
- Establishment of a flow chart ensuring the involvement of DOR, probation and community school staff in problem solving and exploration of service models prior to resorting to return to DOR.

5. Identified GAP and Strategy: All students have experienced some learning loss as a result of disruptions caused by COVID and the decreased instructional time.

a. 2021 Strategy:

- Students will be assessed to identify academic and social strengths and needs. An Individual Learning Plan (ILP) and Individual Success Plan (ISP) will be developed for each student. Supplemental supports and services will be assigned and monitored through the ILP/ISP.

6. Identified GAP and Strategy: It was difficult to support English Learners progress toward fluency during COVID.

a. 2021 Strategy:

- Supplemental services will be provided in the form of online designated ELD curriculum and support from para educators.

X. School Wide Focus and Foundation

In 2019/20 community school staff began a transition from Nurtured Heart to Positive Behavioral Interventions and Supports (PBIS). In 2020/21, the staff committed to becoming a PBIS school and engaged in intensive training and implementation support with Placer County Office of Education. PBIS is grounded in the Multi-Tiered System of Supports (MTSS) model and supports the Mission and Vision of our schools. Staff, students and families have identified a positive change in culture and atmosphere even in the early stages of implementation which occurred under pandemic conditions.

The mental health needs of students and families continues to be high. SCSOS

County Community Schools have identified resources to implement strategic supports for all students. The following represents key resources:

- Ensuring strong Tier I supports including PBIS, Social Emotional Learning (SEL) signature practices, equity work on bias and culturally and linguistically responsive instruction
- Partner with the SCSOS Student Support and Outreach department for mental health supports
- Increase the ratio of Counselors to students
- Study and implement concepts of Growth Mindset
- Study and implement concepts of Trauma Informed Care and Adverse Childhood Experiences (ACEs)
- Study and implement concepts of Restorative Justice
- Pursue mentoring opportunities

Long Term Outcomes - Decreases in:

- Suspension
- Expulsion, students failing placement in the County Community School
- Discipline Referrals
- Referrals to Special Education
- Chronic Absenteeism
- Incidents of Bullying or harassment
- Risk Factors

Long Term Outcomes – Increase in:

- Pupil Attendance
- Graduation Rates
- Measure of Student Academic Achievement
- School Climate
- Average instructional time in integrated settings for student with IEP's and students' social emotional competence.
- Protective Factors

XI. Intervention and Referral Report

As a condition of the re-authorization of the Sutter County's *Plan for Providing Educational Services to Expelled Students*, SCSOS County Community School staff will implement and send a bi-annual report to each expelled student's DOR keeping them current on their students' progress. This report will also include interventions that have been provided to students, students who have dropped from a SCSOS County Community School, students who have transferred to other educational settings, or who move from the area as changes take place.

Interventions provided to students, which may be included in the report, are:

- Warnings/resets
- Parent/Teacher contact
- Referral to on-site counseling and/or Student Support and Outreach staff

- Exclusion from school activities
- Behavior contract
- Community referral services
- Parent visitation in class
- Student Success Team (SST)
- Projects on campus
- Community service
- In-school suspension
- Behavior support plan
- Placement in an alternative classroom for a defined time period
- Referral to SARB
- Increased Home Visits and Parent participation
- Trauma Informed Care Process, i.e. ACEs survey
- Partnership with Sutter County Probation
- PBIS
- Practices of Restorative Justice
- Access to Career Technical Education (CTE)

As deemed appropriate, SCSOS County Community School staff will make appropriate referrals for students who meet the criteria for the following services and programs:

- Forward Thinking Journaling
- Cognitive Behavioral Therapy for Substance Using Adolescents
- The Parent Project
- Sutter-Yuba Behavioral Health (SYBH)
- Children Systems of Care (CSOC)
- Seeking Safety
- Grief Counseling
- Brief Intervention
- Why Try
- Student Support and Outreach Student Care Team (SCT)
- Aggression Replacement Therapy (ART)
- Transitional Aged Youth (TAY)
- Family Assistance Service Team (FAST)
- The Family Intervention Team (FIT)
- Youth for Change
- Coordinated Entry
- Hands of Hope
- Yuba Sutter Food Bank
- Sutter County Welfare Services
- Sutter County One Stop and Adult Education
- Alta California Regional Center
- Sutter County Public Health
- Sutter County Welfare Division

XII. Revenue

The referring district will pass all ADA and other revenue generated by pupils while in attendance at FRA or PCA, including but not limited to Supplemental and Concentration funds, Lottery and special one-time funds to SCSOS. For students receiving special education services, the referring district, not SCSOS, shall be responsible for all special education costs per the Sutter SELPA billing model. If the student changes District of Residence or District of Attendance while enrolled in SCSOS County Community School, the district that would otherwise be responsible for Special Education costs had the student not been enrolled in the CCS shall be responsible for Special Education costs. The District of Special Education Accountability will be included through the IEP process. For out of county placements, please refer to the SELPA interagency agreement. Districts shall be directly involved in creating new programs that address specific district needs and which may generate costs to the districts. In the event the districts request services or programs that create additional costs, each district's share of those costs will be billed back to the districts based on their share of the program's usage. A district's share of program usage will be calculated based on the district enrollment of students on December 1st of each school year.

Districts agree to notify SCSOS by January 15th of the school year, prior to implementing alternative programs that would result in significant loss of ADA for the community school. The notification would allow SCSOS to make appropriate adjustments in staffing for the following year and present March 15th certificated lay-off notifications as required by Education Code, if necessary. Should a district fail to notify SCSOS in a timely manner, and deficits result, the district will be included in the bill back based on figures generated from the prior attendance period, whether the district remains in the program or not.

Sutter County

Plan for Providing Educational Services to Expelled Students

2021-2024

California Education Code Section 48926 requires each county superintendent of schools, in conjunction with the superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. It further requires that the governing board of each school district within the county and the county board of education adopt the plan. Finally, this section requires that "each county superintendent of schools, in conjunction with the superintendents of local school districts.... shall submit a triennial update to the plan." In order to satisfy the legal requirement for a triennial update to the plan, I submit the following request on behalf of my district.

As superintendent, I would like to request that the Plan for Providing Educational Services to Expelled Students be submitted for triennial update in June 2021.


AeroSTEM Academy

Board Meeting Date


Brittan Elementary School District

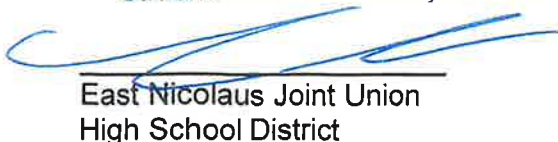
6-8-21
Board Meeting Date


Browns Elementary School District

6/15/2021
Board Meeting Date


California Virtual Academy at Sutter

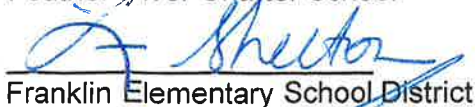
6/9/2021
Board Meeting Date


East Nicolaus Joint Union
High School District

6/10/2021
Board Meeting Date


Feather River Charter School

5/25/21
Board Meeting Date


Franklin Elementary School District

6/15/2021
Board Meeting Date


Live Oak Unified School District

6/8/2021
Board Meeting Date

J. R. Egan
Maricopa-Illinois Union School District

[Signature]
Meridian Elementary School District

Bal [Signature]
Nuestro Elementary School District

[Signature]
Pleasant Grove Joint Union
School District

Burke Wallace
South Sutter Charter School

[Signature]
Sutter Peak Charter Academy

Ryan J. Robinson
Sutter Union High School District

[Signature]
Twin Rivers Charter School

Danny Belliza
Winship Community School

Dawn Cane
Winship-Robbins School District

[Signature]
Yuba City Charter School

[Signature]
Yuba City Unified School District

6-7-21
Board Meeting Date

6/7/21
Board Meeting Date

6-8-21
Board Meeting Date

6-8-21
Board Meeting Date

Board Meeting Date

Board Meeting Date

6-8-21
Board Meeting Date

6-2-21
Board Meeting Date

5-25-21
Board Meeting Date

6-9-21
Board Meeting Date

6/2/21
Board Meeting Date

Board Meeting Date

Agenda Item No. 7.0

BOARD AGENDA ITEM: Open an Enterprise Fund at the Auditor-Treasurer

BOARD MEETING DATE: 06/23/2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

X Action

Nicolaas Hoogeveen

 Reports/Presentation

SUBMITTED BY:

 Information

Nicolaas Hoogeveen

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

To open a Sutter County Career Training Center Enterprise Fund at the Auditor- Treasurer.

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

Resolution to Establish an Enterprise Fund

Resolution No. 20-21-VII

WHEREAS, it is desirable that the Sutter County Superintendent of Schools have an Enterprise Fund for the purpose of segregating income and expenditures for tuition payments, donations, and other income and expenditures for operating Sutter County Career Training Center programs, and;

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

I hereby certify that the foregoing is a true copy of the resolution adopted by the Sutter County Board of Education, in a meeting thereof held on June 23, 2021 by the following vote:

McJunkin ____; Singh ____; Lachance ____; Richmond ____; Turner ____

Ayes: ____

Noes: ____

Absent: ____

Ron Turner, President
Sutter County Board of Education

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

Agenda Item No. 8.0

BOARD AGENDA ITEM: Summary of How SCSOS will Support the School Districts Within Sutter Country

BOARD MEETING DATE: June 23, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☐ Action

Kristi Johnson

☐ Reports/Presentation

SUBMITTED BY:

☒ Information

Kristi Johnson

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

Beginning with the 2018–19 fiscal year and in each fiscal year thereafter, a county superintendent of schools shall prepare a summary of how the county superintendent of schools plans to support school districts and schools within the county in implementing this article and present the summary to the county board of education at the same public meeting required under Ed Code paragraph (2) of subdivision (b) of Section 52068. The summary shall include, but is not necessarily limited to, all of the following:

(A) A description of how the county superintendent of schools will support the continuous improvement of all school districts within the county, including steps that the county superintendent of schools plans to take to collaborate with the California Collaborative for Educational Excellence, the department, the lead agencies specified in Sections 52073 and 52073.1, and other county superintendents of schools to support school districts and schools within the county in implementing this article.

(B) A description of how the county superintendent of schools will assist each school district identified for technical assistance pursuant to subdivision (c) of Section 52071 in improving pupil outcomes, including, at a minimum, clearly identifying the activities being performed by the county office of education and the source of funding for those activities. This description shall include the actions the school district will take independent of the county superintendent of schools to improve pupil outcomes pursuant to paragraph (3) of subdivision (c) of Section 52071.

Commencing with the 2019–20 fiscal year and in each fiscal year thereafter, the county superintendent of schools shall submit the summary described in this subdivision with its local control and accountability plan pursuant to subdivision (a) of Section 52070.5.



Annual Plan for Support 2021 - 2022

Summary

As we transition back to full-time, in-person instruction after nearly one and a half years of a pandemic, support for districts will pivot as needed to meet the short and long term needs of Local Education Agencies (LEAs) within Sutter County. Sutter County Superintendent of Schools will provide supports for all LEAs within Sutter County in the following areas:

Reopening of Schools Guidance

- Providing tools and resources to support the safe re-opening of schools.

Accountability

- Provide LCAP guides, resources, professional development and technical assistance.
- Provide LCAP feedback and support through the approval process.
- Provide training and support for revised LCAP Template.
- Provide support and advisement related to state and federal program requirements.
- Provide Williams monitoring and support.
- Provide State and Federal plan guides, resources, professional development, and technical assistance.

Professional Development, Services and Supports

- Provide curriculum framework and adoption toolkit training.
- Provide targeted professional learning opportunities to address identified LEA needs.
- Facilitate Homeless/Foster Youth Services Network and provide support.
- Provide mental health support professional learning including suicide prevention training.
- Embed continuous improvement process and activities into countywide learning networks.
- Facilitate Social Emotional Learning (SEL) Community of Practice
- Provide ongoing technical assistance through the Health Education Framework (HEF) Community of Practice
- Facilitate Professional Learning Community (PLC) for small district Principal/Superintendents
- Provide professional learning on Addressing Learning Loss and Accelerating Learning as a result of COVID-19 school closures

The Sutter County Superintendent of Schools will support districts identified for technical assistance by:

- Implementing a cross-departmental differentiated assistance team (SELPA, Curriculum, Instruction, and Accountability (CIA) and Student Support and Outreach (SSO).
- Providing continuous improvement process coaching and facilitation.
- Facilitating local data analysis.
- Facilitating LEA Self-Assessment.
- Facilitating root cause analysis for 1-2 focus areas.
- Facilitating development of change ideas.
- Supporting implementation of change ideas with content specific coaching support.
- Supporting integration of differentiated assistance process with LCAP Goals and Measures of Progress and any other state level plans.
- Supporting strategic planning and scaling of efforts.
- Providing an action plan and summary report.
- Providing progress monitoring and follow up support.
- Building district capacity for continuous improvement through ongoing coaching and professional development.

Sutter County Superintendent of Schools will support all districts and schools within Sutter County by:

| Level 1 Support for All LEAs and Schools Resources, tools and voluntary assistance that all LEAs can use to improve student performance and narrow gaps in performance among student groups across the LCFF priorities | | |
|---|---|--|
| Professional Development by SCSOS <ul style="list-style-type: none"> Standards implementation Address Learning Loss/Accelerate Learning Lesson design/planning (UDL) Demo lessons/co-teaching Academic Conferences Data Analysis Teacher observation and feedback cycles PLC support/facilitation Cross grade articulation Framework Rollouts/Study Curriculum review Adoption/pilot support Technology integration | System of Support <ul style="list-style-type: none"> Statewide updates <ul style="list-style-type: none"> LCAP Dashboard ESSA State/federal Updates Dashboard Support <ul style="list-style-type: none"> Primary analysis of data Countywide data analysis | Contracted Services <ul style="list-style-type: none"> 54 days with Thersa Hancock to support LEAs with the mitigation of learning loss and acceleration of academic language for ELs as a result of school closures in 2020-21. |
| Facilitated Cadre Support <ul style="list-style-type: none"> English learners ELA/ELD, Math, Science, HSS | Administrative Instructional Leadership <ul style="list-style-type: none"> Curriculum Breakfast Small district PLC Personalized administrative support | Stipends and Reimbursements for Professional Learning Opportunities <ul style="list-style-type: none"> SCSOS Sponsored District identified opportunities aligned to LEA plans |
| Virtual Learning Support <ul style="list-style-type: none"> Google Classroom Implementation Tech Tools Zoom/Google Meets | Coordination of County Wide Professional Development Opportunities <ul style="list-style-type: none"> Contracting with outside national speakers Coordination of services and resources | Grant Support <ul style="list-style-type: none"> Identification of qualifying grants |

The Sutter County Superintendent of Schools will support districts identified for technical assistance by:

| Level 2 Differentiated Assistance Individually designed assistance to address identified performance gaps among student groups If LCAP is not approved or district fails to improve student achievement across one or more state priority for one or more student groups (DA/CSI/TSI/ATSI) | | |
|--|--|--|
| Technical Assistance <ul style="list-style-type: none"> • Implementation and monitoring the impact of actions identified in the LCAP • Initial data analysis and identification of strengths and weaknesses • Review Plan Summary • District progress on the Dashboard • Systems analysis and identification of systems level strengths and weaknesses • Identification of Problems of Practice and completion of Root Cause Analysis • Synthesis of Finding and Action Planning • Improvement Science-focused on LEAs specific circumstances but designed to build capacity within the LEA and across the county | Chronic Absenteeism Support <ul style="list-style-type: none"> • Provide up to 2 probation officers to directly support Level 2 districts and other districts as appropriate with monitoring and support of students identified as being chronically absent <ul style="list-style-type: none"> ○ 1- DOJ Grant Funded ○ 1- DA Funded | Curriculum Support <ul style="list-style-type: none"> • Possible financial support for identified Level 2 district(s) for the purchase of research-based intervention (services, content, etc. to support identified schools. Needs to be determined through a root cause analysis conducted in partnership between LEA and SCSOS DA Team. |

The following plan to support districts in implementing LCAPs adheres to the provisions/requirements of [Ed Code 52066](#).

Goal One: Approve all LCAPs.

| Component | Objective | Metric | Action |
|---|--|--|--|
| ESSR III and Subsequent Plans | Provide all LEAs with technical support and feedback on ESSR III and subsequent plans. | 1. All LEAs submit a Learning ESSR III Plan | A. Provide professional development and technical assistance through ongoing webinars. B. Provide open office hours for drop in technical assistance. C. Review ESSR III Plans and provide feedback prior to LEA's board meeting. |
| LCAP Support <i>Completing the review of LCAPs submitted by school districts</i> [Ed Code 52070] | Provide all LEAs with technical support and feedback on initial drafts prior to their LCAP Public Hearing. | 1. All LEAs attend technical assistance meetings. 2. LCAPs pre-approved prior to Public Hearing are subject to final fiscal approval with the Adopted Budget. | A. Provide Systems of Support and drop-in technical assistance sessions for district leaders to attend for instruction and questions regarding LCAP development. B. Review LCAP drafts and provide feedback between March - June 2021. |
| | Provide ongoing informational updates and training to superintendents and other school/district leaders related to LCAP, State Priorities, and student groups. | 1. Survey LEA leaders to measure the level of effectiveness of support and information. | A. Agendize LCAP items/updates for Superintendent Meetings, Systems of Support, and Curriculum Breakfasts B. Provide professional learning opportunities focused on State and Local Indicators, new LCAP cycle, LCAP template changes, and LCAP template components (i.e. Annual Update, etc.). |
| | Complete review and approval of all LCAPs. | 1. All LCAPs approved and uploaded to the county | A. Review Board Approved LCAPs in June, July and August, and work with LEA leaders to ensure that all LCAPs |

| | | | |
|--|--|-----------------------------|---|
| | | webpage by September 15. | are approvable by the County Superintendent. |
|--|--|-----------------------------|---|

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that volunteer for assistance.

| Component | Objective | Metric | Action |
|--|---|---|---|
| Technical Assistance <i>Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071.</i> <ol style="list-style-type: none"> When the County Superintendent does not approve a LCAP. When a district requests support; and/or when a district fails to improve student achievement across more than one state priority for one or more | Support district with planning and implementation of distance learning. | 1. District implementation of distance learning. | A. Curriculum, Instruction and Accountability and Student Support Services staff provide professional development, coaching and targeted technical assistance for distance learning. |
| | Support districts with initial data analysis and identification of strengths and weaknesses. | <ol style="list-style-type: none"> Review of the Greatest Progress, Greatest Needs, and Performance Gaps sections of the LCAP. District progress on the CA Dashboard. | <ol style="list-style-type: none"> Work with district leaders to review the current year Dashboard data to determine Greatest Progress, Greatest Needs, and Performance Gaps. Director of Curriculum, Instruction and Accountability will compile and analyze district Dashboard data. Provide targeted professional development on CA Dashboard Analysis. |
| | Support districts with systems analysis and identification of systems level strengths and weaknesses. | <ol style="list-style-type: none"> Review of local data. LEA Self-Assessment results. | <ol style="list-style-type: none"> Work with district leaders to review and analyze local data. Provide district leaders with support on conducting the LEA Self-Assessment to identify systems level strengths and weaknesses. |
| | Support districts with identifying a problem of practice and completing a root cause analysis. | <ol style="list-style-type: none"> Completion of root cause analysis tools. Alignment of LCAP goals to root cause analysis. | <ol style="list-style-type: none"> Work with district leaders to identify causes using the Improvement Science tools (i.e. Fishbone Diagram, The 5 Whys Protocol, etc.). Introduce the Continuous Improvement Cycle to districts to determine root causes. Work with district leaders to draft |

| | | | |
|------------------------|--|--|--|
| <i>student groups.</i> | | 3. Completion of the identification of a problem of practice. | LCAP goals that align to root causes. |
| | Support districts with a synthesis of findings and action planning. | <ol style="list-style-type: none"> 1. Alignment of LCAP actions and services to identified problem of practice. 2. Alignment of Demonstration of Increased or Improved Services for Unduplicated Pupils to identified problem of practice. 3. Surveys from differentiated assistance districts measuring their satisfaction and the effectiveness of the process. | <ol style="list-style-type: none"> A. Work with district leaders to identify aim statements, and primary and secondary drivers to address identified root causes. B. Provide district leaders with tools to identify change ideas and create Actions and Services in their LCAP to address root causes. C. Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP. D. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis. E. Survey and meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps. |

Goal Three: Provide support to all districts in implementing their LCAP.

| Component | Objective | Metric | Action |
|---|--|--|--|
| Other Support <i>Providing any other support to school districts and schools within the county in implementing the provisions of Ed Code 52071.</i> | Refine and align professional development offerings to LEA needs around academic, behavioral and social emotional student outcomes. | <ol style="list-style-type: none"> Attendance at professional development Evaluations/ surveys will be provided following each professional development National Speaker series. | <ol style="list-style-type: none"> The Curriculum, Instruction, and Accountability Department will host National Speakers related to academic outcomes as determined by district leaders. Curriculum, Instruction, and Accountability, Intervention and Prevention, and SELPA/SPED staff collaborate to provide integrated professional development opportunities. |
| | Provide opportunities for school and district leaders to network and learn together. | <ol style="list-style-type: none"> Attendance at Superintendent Meetings Attendance at Curriculum Breakfasts Attendance at Superintendent PLC Meetings | <ol style="list-style-type: none"> Provide monthly opportunities for District Leaders to come together for state and local updates related to curriculum, instruction, accountability, and assessment, as well as structured opportunities to share best practices and learn from each other. Agendize Curriculum Breakfast agendas to include time for district leaders to share best practices and program implementation Facilitate monthly Superintendent's PLC Meetings Provide professional development on/and spotlight continuous improvement strategies |

Collaboration

The Sutter County Superintendent of Schools will collaborate with the CCEE, the California Department of Education (CDE) other county superintendents (CCSESA), and Geographic Lead Agencies Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

| Actions | CCEE | CDE | CCSESA | Geo Leads |
|---|------|-----|--------|-----------|
| Sutter County Superintendent of Schools participates in quarterly CCSESA CISC meetings. | X | X | X | |
| The Assistant Superintendent of Educational Services and the Director of Curriculum, Instruction, and Accountability attend bi-monthly Curriculum and Instruction Steering Committee (CISC) meetings. | X | X | X | X |
| The Director of Curriculum, Instruction, and Accountability attends State and Federal Program Meetings. | | X | | |
| The Assistant Superintendent of Educational Services and the Director of Curriculum, Instruction attends quarterly Statewide System of Support Meetings | | | | X |
| The Assistant Superintendent of Educational Services and the Director of Curriculum, Instruction participate in monthly Geographic Lead Meetings | | | | X |
| The Assistant Superintendent of Educational Services and the Director of Curriculum, Instruction serve on the CCFAC Executive Advisory Committee and participate in the Equity, English learner, Data, Improvement/Implementation Science, Accelerating Learning, and Small COE huddles | | | | X |

Differentiated Assistance Budget - COE

| | |
|--|----------------------------------|
| 2021/22 Allocation | \$500,000 |
| Carry Over for Sustainability | \$843,652 |
| Differentiated Assistance & LCAP Support Plan | 2021-2022 Estimated Costs |
| Indirect (10.91%) on 21/22 allocation | \$54,550 |
| Certificated Staff - salaries and benefits Technical Support <ul style="list-style-type: none"> Assistant Superintendent of Ed Services (28% of salary) Director of Curriculum, Instruction, and Accountability (69% of salary) | \$147,958 |
| Classified Staff - salaries and benefits Technical Support <ul style="list-style-type: none"> Administrative Assistant (10% of salary) | \$2,823 |
| Direct Services to Districts <ul style="list-style-type: none"> Tier I Supports- \$294,669 <ul style="list-style-type: none"> Multi-Year System to Address Learning Loss (\$172,397) Funding for Professional Development/Conferences - site specific (\$20,000) Stipend for teacher participation in SCSOS sponsored professional development (\$10,000) Sub reimbursement (\$3,000) Tier II Supports - \$30,000 Probation - LOUSD - \$59,272 | \$294,935 |
| Total Estimated Cost | \$500,000 |

BOARD AGENDA ITEM: Pathways Charter 2020/2021 Local Indicators

BOARD MEETING DATE: June 23, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☐ Action

John Kovach and Kristi Johnson

☐ Reports/Presentation

SUBMITTED BY:

☒ Information

Brian Gault

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

California's accountability indicators are reported through the California School Dashboard, or the "Dashboard". This accountability system is an online tool that reports on multiple measures, including local and state indicators.

There are several LCFF priority areas that do not meet the criteria established for the state indicators. These remaining priority areas are considered local indicators.

The Pathways Charter Academy requires an annual review of the local indicators for priorities 1, 2, 3, 6 and 7. The local Indictors have been completed and are present for your information.

**Appropriately Assigned Teachers, Access to Curriculum-Aligned
Instructional Materials, and Safe, Clean and Functional School Facilities
LCFF Priority 1
Self-Reflection Tool**

Standard: LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

| Indicator | Data Reported |
|---|---------------|
| Number & Percent of misassignments of teachers of English Learner Students | # 0 / 0 0% |
| Number & Percent of total teacher misassignments | # 0 / 0 0% |
| Number of vacant teacher positions | # 0 / 0 0% |
| Number & Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home | # 0 / 0 0% |
| Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) | # 0 |
| <i>Optional:</i> Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities. | |
| Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC). | |

Implementation of State Academic Standards

LCFF Priority 2

Option 2: Reflection Tool

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Indicator Item | Rating | | | | |
|---|----------|----------|----------|----------|----------|
| 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. | | | | | |
| Academic standards and/or curriculum frameworks | 1 | 2 | 3 | 4 | 5 |
| ELA- Common Core State Standards for ELA | | X | | | |
| ELD (Aligned to ELA Standards) | | X | | | |
| Mathematics- Common Core State Standards for Mathematics | | X | | | |
| Next Generation Science Standards | | X | | | |
| History-Social Science | | X | | | |
| 2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is being taught. | | | | | |
| Academic standards and/or curriculum frameworks | 1 | 2 | 3 | 4 | 5 |
| ELA- Common Core State Standards for ELA | | | | X | |
| ELD (Aligned to ELA Standards) | | | | X | |
| Mathematics- Common Core State Standards for Mathematics | | | | X | |
| Next Generation Science Standards | | | | X | |
| History-Social Science | | | | X | |
| 3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teacher pairing) | | | | | |
| Academic standards and/or curriculum frameworks | 1 | 2 | 3 | 4 | 5 |
| ELA- Common Core State Standards for ELA | | | X | | |
| ELD (Aligned to ELA Standards) | | | X | | |
| Mathematics- Common Core State Standards for Mathematics | | | X | | |
| Next Generation Science Standards | | | X | | |
| History-Social Science | | | X | | |

4. Rate the LEA's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

| Academic standards and/or curriculum frameworks | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Career Technical Education | | | | X | |
| Health Education Content Standards | | X | | | |
| Physical Education Model Content Standards | X | | | | |
| Visual and Performing Arts | | | X | | |
| World Language | | X | | | |

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

| Activities | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | | X |
| Identifying the professional learning needs of individual teachers | | | | | X |
| Providing support for teachers on the standards they have not yet mastered | | | | | X |

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

**Parent Engagement
LCFF Priority 3
Self-Reflection Tool**

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Indicator Item | Rating | | | | |
|--|----------|----------|----------|----------|----------|
| LEAs use this self-reflection tool to reflect on its progress, successes, needs, and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. | | | | | |
| Building Relationships | 1 | 2 | 3 | 4 | 5 |
| 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | | X | |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | | | | X | |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | | | X | | |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | | | | X | |
| Dashboard Narrative: Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. Pathways Charter Academy is a non-seat based charter. This presents unique strengths and areas for growth. Current feedback indicates trusting and respectful relationships in a welcoming environment. An area of growth involves facilitating more opportunities for families to engage in order to share goals for their children.. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | | | X | | |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | X | | |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | | | | X | |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | | X | | |

Dashboard Narrative: Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Because Pathways Charter Academy has a very low student to teacher ratio, the ability to regularly discuss student progress is embedded in the goal setting and individual learning planning process. Our goal is to provide more training and support for families to advocate for the educational needs of their children. Options being considered are Parent Project through Probation, Parent Institute for Quality Education (PIQE) and partnering with local resources such as Family Soup.

Seeking Input for Decision Making

9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Dashboard Narrative: Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Pathways Charter Academy plans to utilize all available school resources, including a bilingual school secretary to strengthen connections with families. The demographic of families attending a County Community School tend to be disenfranchised and reluctant to engage or provide meaningful input. In order to address this barrier, the added staff will be utilized to make personalized contacts, seeking input and sharing information on a regular basis. There is also a related goal to facilitate more family engagement activities once the COVID restrictions are lifted.

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

School Climate
LCFF Priority 6
Student Survey

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g. K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard. *Provide a Narrative Summary. Text items will be combined into one (1) answer box and the box is limited to 3000 characters.*

| Indicator Item |
|---|
| <p>1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.</p> <p>This is the first year Pathways Charter has been in operation and students were served almost exclusively through distance learning. Despite being provided the opportunity, students did not participate in the local climate survey (CHKS) during the 20/21 school year.</p> <p>The key learning based on this information is that we need to implement an improved system to increase communication and participation with students in providing feedback concerning the educational program.</p> |
| <p>2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, or barriers?</p> <p>Due to the lack of participation in the CHKS and Kelvin surveys, data has been collected through alternative means such as conferences, goal setting meetings, home visits and emails. An area of strength as reported by parents and students include strong, caring relationships from school staff. Challenges include learning to navigate the new curriculum and to maintain motivation. Student attendance proved to be a barrier as well with the attendance rate being 57%.</p> |
| <p>3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?</p> <p>Pathways Charter Academy plans to conduct a local climate survey during the 2021/22 school year. This data will be used to evaluate programs, resources and implement changes as necessary within the 21/22 school year. As students attend in person and/or virtual meetings with their teacher, surveys will be administered during those appointments in order to gather pertinent data reflecting on school climate an culture.</p> |

Access to a Broad Course of Study
LCFF Priority 7
Self-Reflection Tool

Standard: LEA to provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts: *Provide a Narrative Summary:*

| Indicator Item |
|---|
| <p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p> |
| <p>When students enroll at Pathways Charter Academy, all students must complete an individualized learning plan. This plan is designed to support the students' course enrollment to ensure they are accessing and enrolling in the courses that best support their ability to earn a high school diploma and/or meet the conditions of their expulsion. Aeries will be used to track data for course enrollment, grades earned and credits earned on transcripts. Edgenuity course data and reports are used to ensure all students have access.</p> |
| <p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.</p> |
| <p>All students have access to all courses through Edgenuity with no restrictions. Staff is very proactive to ensure that students have access to the courses they need to earn credits for graduation and/ or readmittance to their district of residence.</p> <p>Currently Health is offered but not aligned with the framework. Staff is actively working to develop a more comprehensive Health course. Foreign language is available but not typically accessed, visual and performing art is available but only accessed by students on a voluntary basis. Staff will work with students and parents to expand opportunities and encourage students to enroll into a broad course of study.</p> |
| <p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p> |
| <p>Many of the students who enroll at Pathways Charter Academy are credit deficient and struggling to meet basic graduation requirements. Meeting the diverse demands of credit deficiency makes it challenging to have students enroll in applied arts, foreign languages and visual and performing arts. Students and their families typically elect to focus on core academic subjects and minimum graduation requirements.</p> |
| <p>4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?</p> |

PCA staff will continue to focus on providing flexibility and options for students by continuing to engage in professional development in the online student management and curriculum through the Edgenuity platform. This will enable staff to support students in accessing and enrolling in a broad course of study that will lead in graduating and/or returning to the home district.

Our PCA teacher was trained in the new Health Education Framework and is committed to using that resource to supplement the current curriculum and create a comprehensive Health Education program for all students. There is support for on-going collaboration around the use of the new Framework in the form of Community of Practices for educators across the county.

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.

BOARD AGENDA ITEM: Feather River Academy 2020/2021 Local Indicators

BOARD MEETING DATE: June 23, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

 Action

John Kovach and Kristi Johnson

 Reports/Presentation

SUBMITTED BY:

x Information

Brian Gault

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

California's accountability indicators are reported through the California School Dashboard, or the "Dashboard". This accountability system is an online tool that reports on multiple measures, including local and state indicators.

There are several LCFF priority areas that do not meet the criteria established for the state indicators. These remaining priority areas are considered local indicators.

The Sutter County Superintendent of Schools Dashboard requires an annual review of the local indicators for priorities 1, 2, 3, 6, 7, 9 and 10. The local Indictors have been updated and are present for your information.

**Appropriately Assigned Teachers, Access to Curriculum-Aligned
Instructional Materials, and Safe, Clean and Functional School Facilities
LCFF Priority 1
Self-Reflection Tool**

Standard: LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

| Indicator | Data Reported |
|---|---------------|
| Number & Percent of misassignments of teachers of English Learner Students | # 0 / 0 0% |
| Number & Percent of total teacher misassignments | # 0 / 0 0% |
| Number of vacant teacher positions | # 0 / 0 0% |
| Number & Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home | # 0 / 0 0% |
| Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) | # 0 |
| <i>Optional:</i> Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities. | |
| Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC). | |

Implementation of State Academic Standards

LCFF Priority 2

Option 2: Reflection Tool

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Indicator Item | Rating | | | | |
|---|----------|----------|----------|----------|----------|
| 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. | | | | | |
| Academic standards and/or curriculum frameworks | 1 | 2 | 3 | 4 | 5 |
| ELA- Common Core State Standards for ELA | | X | | | |
| ELD (Aligned to ELA Standards) | | X | | | |
| Mathematics- Common Core State Standards for Mathematics | | X | | | |
| Next Generation Science Standards | | X | | | |
| History-Social Science | | X | | | |
| 2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is being taught. | | | | | |
| Academic standards and/or curriculum frameworks | 1 | 2 | 3 | 4 | 5 |
| ELA- Common Core State Standards for ELA | | | | X | |
| ELD (Aligned to ELA Standards) | | | | X | |
| Mathematics- Common Core State Standards for Mathematics | | | | X | |
| Next Generation Science Standards | | | | X | |
| History-Social Science | | | | X | |
| 3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teacher pairing) | | | | | |
| Academic standards and/or curriculum frameworks | 1 | 2 | 3 | 4 | 5 |
| ELA- Common Core State Standards for ELA | | | X | | |
| ELD (Aligned to ELA Standards) | | | X | | |
| Mathematics- Common Core State Standards for Mathematics | | | X | | |
| Next Generation Science Standards | | | X | | |
| History-Social Science | | | X | | |

4. Rate the LEA's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

| Academic standards and/or curriculum frameworks | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Career Technical Education | | | | X | |
| Health Education Content Standards | | X | | | |
| Physical Education Model Content Standards | X | | | | |
| Visual and Performing Arts | | | X | | |
| World Language | | X | | | |

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

| Activities | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | | X |
| Identifying the professional learning needs of individual teachers | | | | | X |
| Providing support for teachers on the standards they have not yet mastered | | | | | X |

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

**Parent Engagement
LCFF Priority 3
Self-Reflection Tool**

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Indicator Item | Rating | | | | |
|---|----------|----------|----------|----------|----------|
| LEAs use this self-reflection tool to reflect on its progress, successes, needs, and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. | | | | | |
| Building Relationships | 1 | 2 | 3 | 4 | 5 |
| 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | | X | |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | | | | X | |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | | | X | | |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | | | | X | |
| Dashboard Narrative: Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. Feather River Academy works diligently to establish a welcoming environment and culture of inclusion. Two way communication regarding student performance happens on a regular and consistent basis. Schoolwide efforts to support families with food and school supplies and other basic needs have helped to improve relationships. Our goal is to increase opportunities for 2-way communication in order to gather information to be used in goal setting and the development of the individual learning/success plans. | | | | | |
| Building Partnerships for Student Outcomes | 1 | 2 | 3 | 4 | 5 |
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | | | X | | |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | X | | |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | | | | X | |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | | X | | |

Dashboard Narrative: Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Teachers and school staff have established open lines of communication with parents and students. Home visits, phone calls, email, text messaging are used on a regular basis to discuss student progress. School staff is also knowledgeable and helpful in connecting families with community resources as needed. Our goal is to provide more training and support for families to advocate for the educational needs of their children. Options being considered are Parent Project through Probation, Parent Institute for Quality Education (PIQE) and partnering with local resources such as Family Soup.

| Seeking Input for Decision Making | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | | | X | | |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | | X | |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | | | | X | |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | | | X | | |

Dashboard Narrative: Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Relationships are reported as positive and supportive. While opportunities are provided for parents to engage in planning and decision-making, parents rarely take advantage. Feather River Academy plans to hire a Parent Liaison to strengthen connections with families. The demographics of families attending a County Community School tend to be disenfranchised and reluctant to engage or provide meaningful input. In order to address this barrier, the added staff will be utilized to make personalized contacts, seeking input and sharing information on a regular basis. There is also a related goal to facilitate more family engagement activities once the COVID restrictions are lifted.

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

School Climate
LCFF Priority 6
Student Survey

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g. K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard. *Provide a Narrative Summary. Text items will be combined into one (1) answer box and the box is limited to 3000 characters.*

| Indicator Item |
|---|
| <p>1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.</p> <p>The 2020/21 California Healthy Kids Survey Data shows that the majority of students feel supported, engaged and safe at Feather River Academy as indicated by the following positive survey responses:</p> <p>Facilities upkeep: 86%</p> <p>School Connectedness: 64%</p> <p>Academic Motivation: 59%</p> <p>Caring adult relationships: 71%</p> <p>High Expectations- Adults in School: 76%</p> <p>Promotion of parent involvement in school: 67%</p> <p>School perceived as safe or very safe: 85%</p> <p>Experienced harassment of bullying: 15%</p> <p>Responses to the 2020/21 California Healthy Kids Survey also indicate several areas of need that will be addressed through goals, actions and services in the 21-24 LCAP.</p> <p>Meaningful Participation: 29%</p> <p>Current alcohol or drug use: 46%</p> <p>Current marijuana use: 46%</p> <p>Very drunk of “high” 7 or more times: 54%</p> |
| <p>2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, or barriers?</p> <p>Strengths identified through the CHK school climate survey indicate that there are strong caring adult relationships and high expectations from adults in school. Student responses also indicate that Feather River Academy is a safe environment relatively free from bullying.</p> <p>Students survey responses indicate that they do not feel that they have meaningful participation at school. Specifically the survey showed:</p> <p>I do interesting activities: 50% Pretty Much True</p> <p>I decide on things like class activities or rules: 29% Pretty Much True</p> <p>I do things that make a difference: 29% Pretty Much True</p> <p>I have a say in how things work: 21% Pretty Much True</p> <p>I help decide school rule or activities: 14% Pretty Much True</p> <p>Barriers and challenges identified include a high transiency rate. Many students only attend the term of their expulsion which is the semester of the infraction and the next. This short duration of enrollment makes it</p> |

difficult to involve a high percentage of the student in the decision making process.

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

FRA contracted with Placer County Office of Education to provide consultation and guidance for implementation of Positive Behavior Interventions and Supports (PBIS). In 2020/21 staff worked to implement PBIS Tier I. the work will continue in 2021/22 with Tier II work to begin in the Spring semester.

Increased counseling services were added in 20/21 and will be continued into 21/22.

Data from the CHKS showed that students do not feel that they have meaningful participation in school policy and rule making. Staff is working to plan and implement increased student leadership opportunities for the 2021/22 school year in order to address this concern.

It is difficult to evaluate the results of these actions as we transition from distance learning to hybrid and in-person instruction multiple times throughout the school year. A significant number of students elected to remain on distance learning for the entire year and were reluctant to participate in the school climate survey remotely. All actions described were new for the 20/21 school year or will be new in 21/22.

**Access to a Broad Course of Study
LCFF Priority 7
Self-Reflection Tool**

Standard: LEA to provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts: *Provide a Narrative Summary:*

| Indicator Item |
|---|
| <p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p> |
| <p>Upon enrollment, and each quarter thereafter, students complete an individualized learning plan. This plan is designed to support the students' course enrollment to ensure they are accessing the courses that best support their ability to earn a high school diploma and/or meet the conditions of their expulsion. Aeries is used to track data for course enrollment, grades earned and credits. Using a combination of data gathered from Edgenuity course data and reports, Aeries course enrollments, and CTE participation, efforts will be increased to ensure all students have access and are enrolled in a broad course of study, based on grade spans, unduplicated groups and individuals with exceptional needs.</p> |
| <p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.</p> |
| <p>All students have access to all courses at Feather River Academy with no restrictions. Staff is very proactive to ensure that students have access and are enrolled in the courses they need to earn credits for graduation or readmittance to their district of residence.</p> <p>Currently Health is offered but not aligned with the newly provided framework. Staff is actively working to develop a more comprehensive Health course. Foreign language is available but not typically accessed, visual and performing art is available but only accessed by students on a voluntary basis. Physical education is currently limited to off-campus activity logs. Staff recognizes the need to ensure that students not only have access to, but are enrolled in these courses.</p> |
| <p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p> |
| <p>The largest barrier involves the small staff size, high student transiency rates and very diverse needs of the students. Due to the small enrollment master scheduling restrictions related to the number of credentialed teachers, courses are frequently taught in classrooms that address multiple grade spans as opposed to single subject, single grade level courses.</p> |
| <p>4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?</p> |
| <p>A continued focus on providing flexibility and options for students. There were two staff members trained in the new Health Education Framework and those staff members are committed to using that resource to supplement the current curriculum available through Edgenuity and to improve the comprehensive Health Education for all students.</p> <p>Currently students receive PE credits through submission of an outside activity log. The goal is to provide Physical Education to all students within the regular school day.</p> |

Professional development will continue in Edgenuity to improve instruction and ensure that school staff will support students in access and enrollment in a broad course of study leading to graduation and/or return to the home district.

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.

**Coordination of Services for Expelled Students
LCFF Priority 9 (COE Requirement ONLY)**

Standard: COE annually measures its progress in coordinating instruction as required by the California Education Code Section 48926 and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

| Indicator Item | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | | | | | |
| a. Review of required data . | | | | | X |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | X | |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | X | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | X | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | X | |
| 4. Developing a memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | X | | | |
| <i>Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.</i> | | | | | |

**Coordination of Services for Foster Youth
LCFF Priority 10 (COE Requirement Only)**

| Indicator Item | 1 | 2 | 3 | 4 | 5 |
|----------------|---|---|---|---|---|
|----------------|---|---|---|---|---|

| | | | | | |
|---|--|--|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | X |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | X | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes . | | | | X | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | X | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information . | | | | X | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | X | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | X | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | X | | |
| <i>Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.</i> | | | | | |
| Criteria: Assessment of the LEAs performance on meeting the standard: | | | | | |

Agenda Item No. 11.0

BOARD AGENDA ITEM: Adoption of Sutter County Superintendent of Schools' 2021-2024
Local Control and Accountability Plan (LCAP) and Federal
Addendum

BOARD MEETING DATE: June 26, 2019

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Brian Gault, Kristi Johnson and
John Kovach

SUBMITTED BY:

Brian Gault, Kristi Johnson and
John Kovach

PRESENTING TO BOARD:

Brian Gault, Kristi Johnson and
John Kovach

BACKGROUND AND SUMMARY INFORMATION:

The Sutter County Superintendent of School 2021-2024 Local Control Accountability Plan (LCAP) including the Annual Update for the 2019-20 LCAP and Annual Update for the 2020-21 Learning Continuity and Attendance Plan.

The LCAP document was included in the June 16, 2021 Sutter County Board of Education Board packet and is on the Sutter County Superintendent of Schools' website.

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

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|-------------------------------|--|
| Sutter County Superintendent of Schools | Tom Reusser Superintendent | TomR@sutter.k12.ca.us 530-822-2931 |

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

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

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|--|-----------------------|---------------------|
| Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement, school culture and good instruction. Including a focus on ensuring that WASC accreditation is maintained by following and implementing the practices outlined in the Focus on Learning Schoolwide action plan. | \$7,500 | \$15,680 |
| Review the current curriculum and make purchases as needed. Align instruction to state standards for ELA (including ELD), Math, NGSS and History/Social Science. Review content frameworks and use the frameworks as guides to implement standards aligned and rigorous instruction. Ensure textbooks and other curricular items meet Williams Sufficiency requirements. | \$15,000 | \$2,686 |
| Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software. | \$60,000 | \$67,794 |

| | | |
|--|-------------------------------|-------------------------------|
| Provide credit recovery opportunities via extended school year offerings for a week after each grading period and in June | \$14,833 | \$6,409 |
| Master schedule course offerings will align with student needs to meet graduation requirements and are designed to support the basic skills needs and interventions that support student achievement. Staff will be assigned to courses based on credentials held. If appropriately credentialed staff is not available efforts will be made to purchase services (i.e. online learning) to meet student credit needs. | \$315,000 | \$325,634 |
| Professional development and instructional coaching will be provided to staff to support the use of strategies to support English Learners, especially long term English Learners, support the needs of RFEP students, foster youth, homeless, students with exceptional needs and students who are victims of crime. | Duplicated (Goal 1 Action 1) | Duplicated (Goal 1, Action 1) |
| Instructional coaching for staff to support implementation of standards and common assessments. | Duplicated (Goal 1, Action 1) | Duplicated (Goal 1, Action 1) |
| Utilize personalized learning plans which will be developed with students within the first week of attendance. These parent/ student meetings provide an opportunity for additional parent involvement. | \$10,000 | \$14,695 |
| Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students, provide intervention and prevention activities and improve stakeholder engagement. | \$115,000 | \$155,456 |
| Provide resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review. | \$15,000 | \$10,108 |
| Increase ELD intervention materials as needed | \$1,000 | \$0 |
| Improve relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis. | Duplicated (Goal 1, Action 9) | Duplicated (Goal 1, Action 9) |

Goal Analysis

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

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

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

Success: in PD, Curriculum, Technology

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

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

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

Actions impacted or not implemented by COVID:

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

Description of Overall Effectiveness:

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 5

Local Priorities:

Annual Measurable Outcomes

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

| | |
|-----------------------------|------|
| All classrooms | |
| Williams Compliance Good | Good |

Actions / Services

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

Goal Analysis

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

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

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

Successes:

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

Challenges:

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

Actions impacted or not implemented by COVID:

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

Overall Effectiveness:

Overall student attitudes have increased. The goal of identifying barriers, and strategies to overcome those barriers to improve school environmental scales as reported in the California Healthy Kids Survey (CHKS) and support all students by creating a school climate that is safe was successful. Students reported increases in academic motivation, school connectedness and that the staff at FRA are caring adults in the student's lives. Suspensions are down while attendance has gone up. Part of the success is due to introducing PIS to staff and students. The idea of a positive school that celebrates our students has been very motivating.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 10

Local Priorities:

Annual Measurable Outcomes

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

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

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| a. Ensure that all FY are identified and served by continuing with research based programs to identify, engage and track all FY countywide and ensure appropriate placement by the Intervention and Prevention Programs staff. b. Provide case management for Foster Youth to ensure students are meeting graduating and CCI requirements and provide postsecondary academic counseling to ensure education is accessible. | a. \$173,871 b. See Goal 1, Action 9 (25% of Counselor salary) | a. \$212,343.28 b. See Goal 1, Action 9 (25% of Counselor salary) |
| Ensure staff who work with foster youth are aware of special needs and laws that pertain to them specifically utilizing professional development and training. | Duplicated (Goal 3, Action 1) | Duplicated (Goal 3, Action 1) |
| Ensure that foster youth who qualify for Transitioning Age Youth services are supported by the Intervention and Prevention Programs staff in the coordination of services from transitioning to college and career programs through our Educate*Advocate*Create a program. This program provides assistance with planning development and accessing services with our partnering agencies, employment services, training and colleges for our foster youth to succeed after high school graduation. | Duplicated (Goal 3, Action 1) | Duplicated (Goal 3, Action 1) |

| | | |
|---|-------------------------------|-------------------------------|
| Update FY services by gathering data from child welfare, probation, mental health, and school districts to identify and track the number of FY within our school systems. Continue to implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient, expeditious transfer of health and education records, and is updated on a regular basis to assure foster youths' needs are being met. Ongoing discussions will include establishing a collaborative work between the Intervention and Prevention Programs staff and foster youth agencies/organizations, which will potentially lead into formal agreements. These agreements may include all mandates and entitlements afforded to foster youth, as well as best practices for implementation. | Duplicated (Goal 3, Action 1) | Duplicated (Goal 3, Action 1) |
| Continue to hold FYSCP Executive Advisory Council meetings, which the main responsibility is to provide guidance, work in partnerships and to improve system coordination efforts to support the IPP FYSCP program to comply with EC 4292042926. | Duplicated (Goal 3, Action 1) | Duplicated (Goal 3, Action 1) |
| Ensure that each school district and school site has foster youth liaison identified and trained. | Duplicated (Goal 3, Action 1) | Duplicated (Goal 3, Action 1) |

Goal Analysis

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

All actions and expenditures were completed as planned.

Successes:

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

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

Challenges:

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 9

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|----------|--------|
|----------|--------|

| | |
|---|---|
| 10% of expelled youth will return to their home schools or graduate from FRA. Greater than 10% | 13% of FRA students graduated or returned to their home district through re-applying. |
| A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement shall be monitored, and appropriate documentation maintained. This plan may involve: placement in FRA day program or independent study. Plans completed for all eligible students | 1 Student completed their rehabilitation plan successfully and was accepted back into their own district. Some students do choose to stay at FRA instead of going back. |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|--|-------------------------------|-------------------------------|
| Monitor for effectiveness of countywide expulsion plan. Maintain data regarding changes, updates and revisions of the plan for the upcoming three year cycle. | \$7,944 | \$8,857 |
| Quarterly meetings will be held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence. | \$15,081 | \$16,164 |
| Each student who enrolls at Feather River Academy must attend an orientation with their parent(s)/guardian. One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is reviewed, and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions. | Duplicated (Goal 1, Action 9) | Duplicated (Goal 1, Action 9) |
| Meet with the Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan. | \$5,000 | \$8,739 |

Goal Analysis

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

All actions and expenditures were completed as planned.

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

Successes:

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

Challenges:

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

Actions impacted or not implemented by COVID:

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

Overall Effectiveness

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

Goal 5

Improve career readiness for middle and high school students.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

Goal Analysis

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

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

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

Successes:

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

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

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

Challenges:

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

Actions not implemented due to COVID:

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

Effectiveness:

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

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

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

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

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

Analysis of In-Person Instructional Offerings

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

Feather River Academy (FRA) -

Successes

Successes identified through stakeholder input include:

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

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

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

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

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

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

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

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

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

Challenges

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

Overall Effectiveness

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

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

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

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

Distance Learning Program

Actions Related to the Distance Learning Program

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

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

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

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

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

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

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

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

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

Analysis of the Distance Learning Program

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

Continuity of Instruction:

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

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

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

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

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

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

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

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

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

Students' ability to access technology and curriculum.

Accesses to Devices and Connectivity

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

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

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

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

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

Pupils Participation and Progress

FRA Successes:

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

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

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

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

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

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

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

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

Distance Learning Professional Development

FRA Successes:

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

Edgenuity provided 25 hours of PD and support for implementation.

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

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

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

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

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

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

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

Staff Roles and Responsibilities

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

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

Supports for Pupils with Unique Needs

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

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

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

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

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

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

Analysis of Pupil Learning Loss

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

Feather River Academy

Successes:

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

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

Challenges:

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

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

SPED

Successes:

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

Challenges:

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Feather River Academy

Successes:

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

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

Challenges:

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

SSO

Successes:

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

Challenges:

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

SPED

Successes:

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

Challenges:

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

Analysis of Pupil and Family Engagement and Outreach

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

Feather River Academy

Successes:

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

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

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

Challenges:

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

SSO

Successes:

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

Challenges:

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

Virtual counseling services are not ideal

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

SPED

Successes:

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

Challenges:

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

Analysis of School Nutrition

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

Successes:

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

Challenges:

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

Overall Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|-------------------------------|--|
| Sutter County Superintendent of Schools | Tom Reusser Superintendent | TomR@sutter.k12.ca.us 530-822-2931 |

Plan Summary 2021-2024

General Information

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

Feather River Academy (FRA), fully Accredited by the Schools Commission of the Western Association of Schools and Colleges, is a County Community School established by the Sutter County Superintendent of Schools to provide specialized education services for students who require an alternative education program. Feather River Academy is housed on a campus next door to the Sutter County Superintendent of Schools Office. FRA is an innovative alternative education program offering individualized educational options in a safe, challenging, and need-fulfilling environment. Students are encouraged to acknowledge responsibility in both the local and global community. Students prepare for a successful quality life according to their individual needs. Students in grades 7 – 12 who are at risk of being expelled, have been expelled, are referred by courts, probation or parents who have requested a voluntary transfer are served by Feather River Academy. FRA offers short-term Independent Study for students who demonstrate a high degree of independence and prefer a self-guided program under the guidance of a credentialed teacher. Independent study is an alternative to classroom instruction for at-risk youth and is consistent with the county office’s course of study and not an alternative curriculum. Feather River Academy strives to provide individual students with a choice of ways to acquire the values, skills and knowledge for success in the school setting. Upon enrollment at FRA, students and families engage in a robust planning and goal setting process that culminates in the establishment of an Individualized Learning and Success Plan. Progress on this plan is monitored closely by teachers, counselors and the students themselves. All programs work closely with students and parents to provide a focused instructional program that leads to graduation or eventual return to their home school. The enrollment at FRA fluctuates during the school year between 30 and 75 students. Data collected is not always truly reflective or informative due to the small sample size of participants, especially in subgroups. Additionally, students who enroll in FRA are typically not prepared for the rigor of AP courses however, if needed AP course work can be accessed for students who demonstrate need but it is not a standard part of the program. FRA doesn’t expel pupils so there are no actions or services to address pupil expulsion rate. Over the past several years, enrollment declined significantly and students that were referred, require a much higher level of support. To provide this support and to meet the increasing needs of our students, FRA added an additional .5 FTE (2.5 FTE increased to 3 FTE) in 2018/19 school year, and continued that into the 2019/20 school year. 1 FTE counselor was recently added to provide more academic and social emotional support for students in the 2020/21 school year. Student and staff feedback indicates a positive impact from the increased counseling support. This action will continue in the 21-24 LCAP actions and services.

Dashboard data reflected throughout the plan was published in 2019 and is reflective of the 2018/19 school year. In 2018/19 there were 48 students enrolled. The CAASPP is only administered in 7th, 8th and 11th grades. 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.

Reflections: Successes

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

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

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

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

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

School Connectedness: 64%

Academic Motivation: 59%

Caring adult relationships: 71%

High Expectations- Adults in School: 76%

Promotion of parent involvement in school: 67%

School perceived as safe or very safe: 85%

Experienced harassment of bullying: 15%

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

Social awareness - 100% positive feedback

Social participation in school - 100% positive feedback

COVID tools and awareness - 100% positive feedback

Resilience - 100% positive feedback

Positive mindset - 100% positive feedback

School Climate and Culture - 100% positive feedback

Cross Cultural and Linguistic Competency - 100% positive feedback

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

Reflections: Identified Need

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

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

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

Meaningful Participation: 29%

Current alcohol or drug use: 46%

Current marijuana use: 46%

Very drunk of "high" 7 or more times: 54%

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

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

In order to support students' attendance, behavior and academic needs, a multi-tiered system of approach will be taken. Increased counseling, the implementation of PBIS Tier I, refinement of the PLC process, an increase in staffing to ensure small class size and to specifically address math performance, Revamped the intake process to include more thorough ILP and goal setting w/ regular

monitoring/check-ins. The use of Attendance and Outreach Coordinator and Probation Officer to strengthen attendance outreach and tier re-engagement.

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

Below the 25th percentile - 80%

Between the 25th and 49th percentile - 17%

Between the 50th and 74th percentile - 3%

75th and above percentile - 0%

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

Below the 25th percentile - 63%

Between the 25th and 49th percentile - 20%

Between the 50th and 74th percentile - 17%

75th and above percentile - 0%

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

LCAP Highlights

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

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

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

Goals 2 - Sutter County Superintendent of Schools/Feather River Academy will plan programs, develop plans, and provide data from assessments that will maximize student outcomes.

Goal 3 - Sutter County Superintendent of Schools/Feather River Academy will promote student engagement and a school culture conducive to learning

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

Key features include: An intense focus on creating a culture and school climate that meets the diverse needs of students’ academic and social-emotional needs through increased counseling and case management as well as leveraging the Edgenuity platform to provide students with enriching learning experiences. A focus on staff development and academic and SEL professional learning opportunities will allow staff to meet the diverse needs of the students they serve.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Feather River Academy

Support for Identified Schools

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

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

Sutter County Superintendent of Schools (LEA) operates a county community school (FRA) serving primarily expelled youth for the term of their expulsion. This tends to be a highly transient student population. Enrollment has fluctuated from 33 to 75 from 2018/19 through 2020/21. Students attending FRA tend to be disenfranchised with school in general as they have not been successful in a traditional school setting.

Students and families also tend to have high ACE scores and are dealing with life circumstances that do not lend themselves to making education a priority. Due to the small enrollment numbers and underlying lack of involvement, stakeholders are primarily engaged on an individual basis through phone calls, emails, text messaging and face to face meetings. Surveys are conducted but responses typically have to be collected through individual phone calls.

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

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

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

State Priority 4 (Pupil Outcomes)

ELA= 123.2 points below standard with no growth data

CCI= 6.3% prepared with an increase of 6.3%

State Priority 5 (Engagement)

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

State Priority 6 (School Climate)

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

Local Data for Suspension and Attendance

- 32 students receive 65 suspensions
- 69% of the students suspended were NOT SpEd
- Most suspensions were for 48900 (a) or (k)
- FRA students missed 1312 days in 2018-19

- 30% excused, 66% unexcused and 4% suspensions
- 41% or 36 of the students were chronically absent in 18-19
- 97% of those chronically absent students were SED

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

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

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

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

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

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

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

Inequities were primarily identified through the LEA self-assessment process and fishbone activity. The conclusion was that resources were being assigned with the best of intentions but haphazardly and with no system to monitor effectiveness and modify if necessary. Therefore,

resources have not been used to effectively support data driven multi-tiered system of support for academic, behavioral and social student growth. Both PBIS and Professional Learning Community are designed to ensure systematic, data driven allocation of resources to meet the needs of students.

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

Monitoring and Evaluating Effectiveness

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

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

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

Stakeholder Engagement

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

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

Below are the actual dates of the meetings where LCAP input was an agenda item.

Staff (Certificated, Classified and Bargaining Unit):

3/10/21- Staff LCAP meeting and discussion

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

4/28/21 - Staff LCAP meeting and discussion

5/19/21 - Staff LCAP meeting and discussion

5/26/21 - Staff LCAP meeting and discussion

Students:

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

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

Parents:

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

SELPA:

2/11/21 - SCSOS Systems of Support

6/8/21 - Consultation

Parent Advisory Committee:

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

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

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

SCSOS Board

Status Update to the Board - April 14, 2021

Public Hearing - June 16, 2021

Board Approval - June 23, 2021

A summary of the feedback provided by specific stakeholder groups.

Certificated and Classified Staff- Continued implementation and training to support PBIS, Edgenuity and the PLC process. Provide printed/hands-on curriculum for students that struggle with the online platform, especially for English learners and students with disabilities. Staff shared their desire to develop a comprehensive health education curriculum and physical education program. Staff articulated the need for a vice principal to support administration and students. Staff is very interested in promoting and encouraging students to engage in CTE

courses and to set goals for after high school. One of the goals of FRA is to prepare students to be college and career ready. By having a strong CTE program with viable career choices available, students will be able to gain knowledge and certification through ROP. Staff is excited to continue professional development in PBIS and PLC. All staff recognize the need for improved services in both the academic world and behavioral world. All staff are interested in a clear process to tackling both PBIS and PLC support with support from all staff, stakeholders, and the county office.

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

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

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

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

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

Actions developed in Goal 4 support Foster Youth across Sutter County and were developed out of consultation with district and community partners. Goal 4 Action 2, will provide professional development to Specialists on the Foster Focus Database, which will increase interagency communication and collaboration between educational partners and CWS/ Probation staff that will streamline services and support for foster youth.

Goals and Actions

Goal

| Goal # | Description |
|--------|-------------|
|--------|-------------|

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| Priority 1A - Properly credentialed and appropriately assigned teachers Source: SARC | 100% | N/A | N/A | N/A | 100% |
| Priority 1B - Student access to standards-aligned instructional materials Source: SARC | 100% | N/A | N/A | N/A | 100% |
| Priority 1C - Facilities in Good Repair Source: Facilities Inspection Tool (FIT) | Overall “Good Repair” rating | N/A | N/A | N/A | Maintain “Good Repair” rating |
| Priority 2A - Implementation of State Academic Standards | Professional Learning for Teaching = 2 | N/A | N/A | N/A | Professional Learning for Teaching = 4 |

| | | | | | |
|--|---|-----|-----|-----|--|
| Source: Local Indicator Tool for Priority 2 | Standards Implementation Health = 2 PE = 1 VAPA = 3 | | | | Standards Implementation Health = 4 PE = 4 VAPA = 4 |
| Priority 2B - EL access to CCSS and ELD Standards Source: STAR | 2021 STAR (ELA) 0 % of ELs in the 50th percentile or above | N/A | N/A | N/A | 25% of ELs will be in the 50th percentile or above |
| Priority 7A - Access to Broad Course of Study Source: Local Indicator Tool for Priority 7 | VAPA 11/38 or 30 % of all students 0% of ELs N/A Foster Youth 11/38 or 30 % of Socioeconomically Disadvantaged 3/18 or 17% of Students with Exceptional Needs PE 0% of all students 0% of ELs | N/A | N/A | N/A | VAPA 75 % of all students 75% of ELs 75% of Foster Youth 75% of Socioeconomically Disadvantaged 75% of Students with Exceptional Needs PE 75 % of all students 75 % of ELs 75 % of Foster Youth |

| | | | | | |
|--|--|--|--|--|--|
| | N/A of Foster Youth 0% of Socioeconomically Disadvantaged 0 % of Students with Exceptional Needs | | | | 75 % of Socioeconomically Disadvantaged 75 % of Students with Exceptional Needs |
|--|--|--|--|--|--|

Actions

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

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

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

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------|--|-------------|--------------|
| 1 | Staffing | Properly credentialed and appropriately assigned teachers. | \$195,276 | N |
| 2 | Class Size Reduction | Fund 1 additional certificated staff to decrease class size and allow for intense monitoring of the Individual Learning Plans and just in time supports. | \$119,270 | Y |
| 3 | Supplemental Materials | Provide alternative curricular resources, primarily targeted to unduplicated students and students with exceptional needs, for Science History Social Science to provide hands-on learning experiences to students that struggle with the Edgenuity online learning platform (TCI and Discovery Education) Priority 7B and 7C | \$3,200 | Y |
| 4 | Edgenuity | Edgenuity Online Platform | \$14,875 | N |

| | | | | |
|---|------------------------------|--|-------|---|
| | | Professional Learning Provided to teachers on the implementation of standards and best practices to for teachers in supporting | | |
| 5 | 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 earn credits towards graduation</p> | \$0 | N |
| 6 | Co-Teach Model | <p>SELPA funded Special Education Teacher will co-teach in ELA and Math classes</p> <p>Core and Special Education staff will have bi-weekly common planning time.</p> <p>Staff will participate in a book study of <i>Leading the Co-Teaching Dance</i></p> <p>Priority 7C</p> | \$400 | N |
| 7 | ROP/CTE | <p>Increase student enrollment in SCSOS CTE courses through Tri-County ROP</p> <p>Administer Virtual Job Shadow to establish career goals</p> | \$0 | N |

Goal

| 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. 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 | N/A | N/A | N/A | Dashboard ELA - 100 points below standard Math - less than 11 students CAASPP ELA- 21% Met or Exceeded Math- 17 % Met or Exceeded |
| Priority 4B - Percentage of pupils who have been enrolled in, and successfully completed A-G or CTE course requirements Source: College/Career Indicator (Dashboard) | FRA 2019 Dashboard 6.3% prepared | N/A | N/A | N/A | 15% prepared |
| Priority 4C - Percentage of English learners making progress | FRA 2019 Dashboard - Less than 11 students (no | N/A | N/A | N/A | I |

| | | | | | |
|---|--|-----|-----|-----|--|
| <p>toward English proficiency</p> <p>Source: ELPI and Summative ELPAC</p> | <p>data reported on Dashboard)</p> <p>Enter the number of ELs made progress based on the 18-19 and 20-21 (when TOMS releases scores)</p> | | | | |
| <p>Priority 4D - EL Reclassification Rate</p> <p>Source: Reclassification Policy</p> | <p>2019-20</p> <p>0 students</p> | N/A | N/A | N/A | 1 student |
| <p>Priority 4E - Percentage who pass AP exam with score of 3 or higher</p> <p>Source:</p> | <p>Does not apply to County Community School</p> | N/A | N/A | N/A | Does not apply to County Community School |
| <p>Priority 4F - Demonstration of college preparedness (EAP)</p> | <p>Does not apply to County Community School</p> | N/A | N/A | N/A | Does not apply to County Community School |
| <p>Priority 8A - Other Pupil outcomes</p> <p>Source:STAR ELA and Math</p> | <p>STAR ELA</p> <div> <p>Below the 25th percentile - 80%</p> <p>Between the 25th and 49th percentile - 17%</p> <p>Between the 50th and 74th percentile - 3%</p> <p>75th and above percentile - 0%</p> </div> | N/A | N/A | N/A | <p>STAR ELA</p> <div> <p>Below the 25th percentile - 20%</p> <p>Between the 25th and 49th percentile - 25%</p> <p>Between the 50th and 74th percentile - 35%</p> <p>75th and above percentile - 20%</p> </div> |

| | | | | | |
|--|--|--|--|--|--|
| | STAR Math | | | | |
| | Below the 25th percentile - 63% | | | | STAR Math |
| | Between the 25th and 49th percentile - 20% | | | | Below the 25th percentile - 20% |
| | Between the 50th and 74th percentile - 17% | | | | Between the 25th and 49th percentile - 25% |
| | 75th and above percentile - 0% | | | | Between the 50th and 74th percentile - 40% |
| | | | | | 75th and above percentile - 15% |

Actions

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

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

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

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------|--|-------------|--------------|
| 1 | Collaboration | Weekly collaboration on minimum days for all staff to analyze student needs and data, plan for instruction and intervention using the PLC model Release time for staff to collaborate and engage in professional learning activities relevant LEA goals | \$74,064 | Y |

| | | | | |
|---|--------------------------|--|----------|---|
| 2 | Professional Learning | Contract with Solution Tree for attentive support with PLC implementation | \$37,478 | N |
| 3 | Classified Support | Paraprofessional to provide daily academic and SEL support to targeted students identified through academic data analysis and referrals from SEL screeners | \$38,884 | Y |
| 4 | Tutoring | Certificated and Classified staff will provide daily after school tutoring opportunities for students with targeted support for unduplicated students | \$4,000 | Y |
| 5 | EL Professional Learning | Support from EL expert Theresa Hancock on best practices for standards implementation and Integrated and Designated ELD instruction. Provide staff feedback on teaching practices specific to support EL students across content areas. | \$0 | Y |

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---------------------------|----------------|----------------|----------------|-----------------------------|
| Priority 3A/3B and 3C - Efforts to seek parent input in | Survey Participation Rate | N/A | N/A | N/A | Survey Participation Rate |

| | | | | | |
|---|--|-----|-----|-----|--|
| decision making and promote participation in programs for unduplicated pupils and students with exceptional needs Source: CHKS | 0% All parents 0% Unduplicated 0% Exceptional Needs | | | | 75% All parents 75% Unduplicated 75% Exceptional Needs |
| Priority 5A - Attendance Source - P2 Attendance Report | 2020-21 53% | N/A | N/A | N/A | 87% |
| Priority 9- Attendance Rates (expelled youth only) Source:P2 Attendance Report | 53% | N/A | N/A | N/A | 87% |
| Priority 5B - Chronic Absenteeism Source - Dashboard - Chronic Absenteeism Indicator and Data Quest | FRA 2019 Dashboard - Less than 11 students at 7th-8th Grade 2020-21=66% | N/A | N/A | N/A | 25% |
| Priority 5C - Middle School Dropout Rate Source: AERIES | 2020-21 0 students | N/A | N/A | N/A | Maintain 0 Students |
| Priority 5D - High School Dropout Rate Source: CALPADS 1.12 | 2020-21 6 students | N/A | N/A | N/A | 2 Students |
| Priority 9 - High School Dropout Rate (expelled youth only) Source: CALPADS | 5% of Students | | | | 2% of Students |

| | | | | | |
|---|---|-----|-----|-----|--|
| Priority 5E - High School Rate Source: Graduation Rate Indicator (Dashboard) and/or CALPADS 15.1 or 15.2 | FRA 2019 Dashboard - 68.8% Graduated | N/A | N/A | N/A | 75% Graduated |
| Priority 9 - Graduation Rate (expelled youth only) Source: CALPADS 15.1 or 15.2 | 33% | N/A | N/A | N/A | 65% |
| Priority 6A - Suspension Rate Source: Suspension Rate Indicator (Dashboard) and/or CALPADS 7.10 and 7.12 | FRA 2019 Dashboard - 31.7% | N/A | N/A | N/A | 20% |
| Priority 6B - Expulsion Rates Source: CALPADS | Does not apply as students are in a school for expelled youth | N/A | N/A | N/A | Does not apply as students are in a school for expelled youth |
| Priority 6C - Other local measures, including survey of pupils, parents and teachers on the sense of school safety and connectedness Source: CHKS Survey | Sense of School Safety (Safe of Very Safe) Students - 85% Parents- 0% responded Sense of School connectedness Students - 64% Parents- 0% responded | N/A | N/A | N/A | Sense of School Safety Students - 95% Parents- 100% Sense of School Connectedness Students - 85% Parents- 85% Total School Supports (Pretty Much or Very True) |

| | | | | | |
|--|--|--|--|--|------------------------------------|
| | Total School Supports (Pretty Much or Very True) Students- 59% Parents- 0% responded | | | | Students- 80% Parents - 80% |
|--|--|--|--|--|------------------------------------|

Actions

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

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

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

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|--|-------------|--------------|
| 1 | Attendance and Outreach | Attendance and Outreach Coordinator tracks and monitors attendance, conducts home visits, and provides individualized transportation | \$80,387 | Y |
| 2 | Transportation | Address transportation barriers by providing personalized transportation by school staff and/or providing bus passes | \$123,785 | Y |
| 3 | Counseling Services | Increased individual and group counseling services provided to students to support academic, career, and social-emotional needs including substance abuse issues. Unduplicated students are targeted and given priority to services. | \$21,789 | Y |
| 4 | PBIS Implementation | Contract with PCOE to continue implementation of PBIS Tier I, and introduce Tier 2 | \$32,500 | Y |

| | | | | |
|---|----------------|--|----------|---|
| | | Provide incentives for students to reinforce positive behavior and attendance | | |
| 5 | Parent Liaison | Hire a bilingual Parent Liaison (receptionist) to increase communication and inclusion of parents ELs and Foster Youth | \$19,502 | Y |

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|------------|----------------|----------------|----------------|-----------------------------|
| # of professional development opportunities provided to LEAs and Community partners | 1 per year | N/A | N/A | N/A | 5 per year |

| | | | | | |
|---|-----------------------------------|-----|-----|-----|---|
| Source: Agendas/sign-in sheets | | | | | |
| # of Child Family Team (CFT) meetings attended by FYSCP staff Source: Foster Focus | 10% attendance at CFT meetings | N/A | N/A | N/A | 50% attendance at meetings |
| FY Graduation Rate FY Chronic Absenteeism rate FY Suspension rate FY College going rate Source: Data sharing agreement | Establish baseline | N/A | N/A | N/A | Revisit after baseline data is established |

Actions

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

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

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

| | | | | |
|----------|-------|-------------|-------------|--------------|
| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|

| | | | | |
|---|-----------------------------|--|----------------------|---|
| 1 | Coordination of Services | Host quarterly Executive Advisory Council (EAC) meetings Host monthly AB 2083 Interagency Leadership Team Meetings Host Bi-weekly SuperFAST meetings for interagency placements | \$5,000 | Y |
| 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 | Y |
| 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 | Y |
| 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 | Y |

Goal Analysis [LCAP Year]

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

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

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

[Respond here]

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

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

[Respond here]

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

Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific

metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

[Respond here]

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

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

[Respond here]

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

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

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

Required Descriptions

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

The needs, conditions and circumstances (barriers) of our Socioeconomically Disadvantaged (84%), English Learners (10%) and Foster Youth (0) were explored and considered first in the development of the following schoolwide actions and services. A summary of the barriers identified includes:

For SED: Lack of reliable transportation, personal health and hygiene, high percentage of students with significant effects from adverse childhood events (ACE), increased family or homelife demands/pressure competing for time and attention, food and housing insecurities, affiliation with gangs and other influences counterproductive to engagement in school, lack of support from home or adults outside of school, substance abuse. Therefore, students will be prioritized for additional counseling and tutoring services. In addition, attendance outreach and parent liaison services will be used to work with families to remove barriers to attendance.

For ELs: Language and/or technology based communication barriers, establishment of protected time for focus on ELD standards, lack of confidence or perseverance related to school engagement. Therefore, staff will be provided additional support through professional learning opportunities and direct support from EL expert, Teresa Hancock.

Stakeholder input and available data also indicate that SWD and ELs traditionally perform significantly lower than schoolwide averages on all academic indicators but even more disproportionality in the areas of Math, Science and Social Studies. The Pandemic has only served to increase the performance gap and local data shows that these student groups along with SED students are having difficulty re-engaging in school and addressing the additional learning loss that occurred due to the decrease in in-person instructional time over the last 14 months

Based on these needs, conditions and circumstances the following actions will be implemented on a schoolwide basis:

Goal 2, Action 4 (Professional Development for integrated and designated ELD)

Goal 3, Action 1 (Attendance Outreach Staffing)

Goal 3, Action 2 (Transportation)

Goal 3, Action 3 (Counseling Services)

Goal 3, Action 5 (Parent Liaison)

These actions are being provided on an LEA-wide basis and we expect that all students will see improvement in attendance, engagement and academic performance on local and statewide assessments. However, because of the gap in performance and slower rate that unduplicated pupils have recovered from pandemic related learning loss, we believe these actions will support our unduplicated pupils in recovering from learning loss significantly more than other students.

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

Transportation was the most commonly identified barrier by our unduplicated students. The lack of reliable transportation and/or availability of a caring adult to provide that transportation is the most commonly identified barrier to regular attendance. Goal 3, Actions 1,2 and 5 taken together will grow services beyond the proportionality factor both in quantity and quality for our unduplicated students.

Ensuring small student to staff ratios is critical to provide the level of support that expelled youth who are also SED and or ELs require to engage and experience success in a school setting. Several studies have shown that increasing the quality and quantity of positive adult contacts during the school day increases the overall student achievement, especially for disadvantaged children. The STAR project is an example of a study that provided data to show that by reducing the teacher to student ratio to no more than 18-1 shows a significant advantage for SED students. Beyond the 18-1 ratio, show no significant advantage. Research from ASCA shows that, “in particular, students of color and low income families benefit from having more access to school counselors.” ASCA also provides research validating that, “low student to counselor ratios, especially in high-poverty schools produces better outcomes for students such as improved attendance, fewer disciplinary incidents and higher graduation rates.” While all students benefit from low students to staff ratios stakeholder input indicates that this level of support is essential to the success of our unduplicated student groups. Our program is based on the development, implementation and monitoring of an Individual Learning Plan. A low student to staff ratio is a critical component in the success of that process. Goal 2, Action 2 and Goal 3, Action 3 taken together are intended to increase both quantity and quality of services for unduplicated student groups by exponentially more than the minimum proportionality.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 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 . |

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

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

LCFF Budget Overview for Parents

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

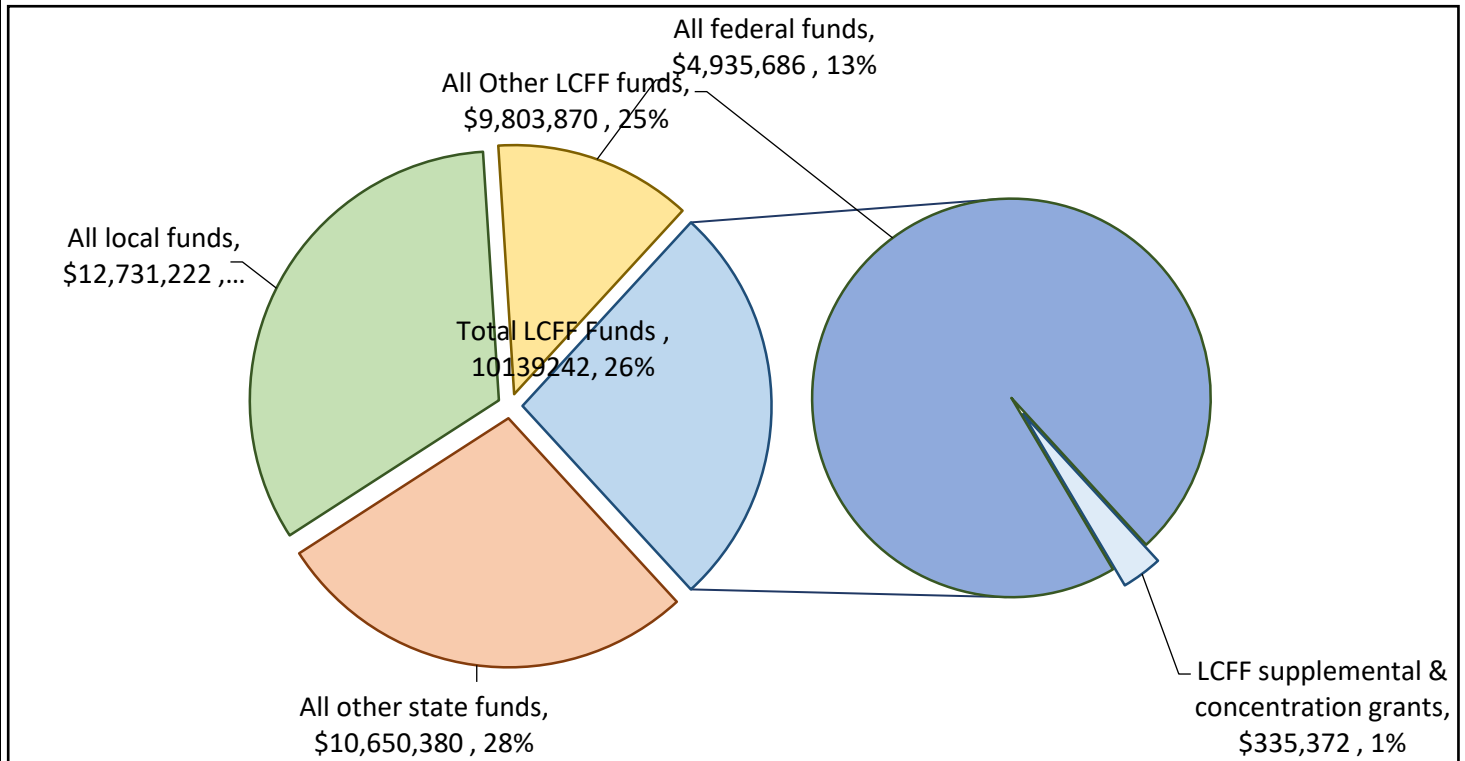
CDS Code: 51 10512 0000000

School Year: 2021 – 22

LEA contact information: Brian Gault

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

Budget Overview for the 2021 – 22 School Year

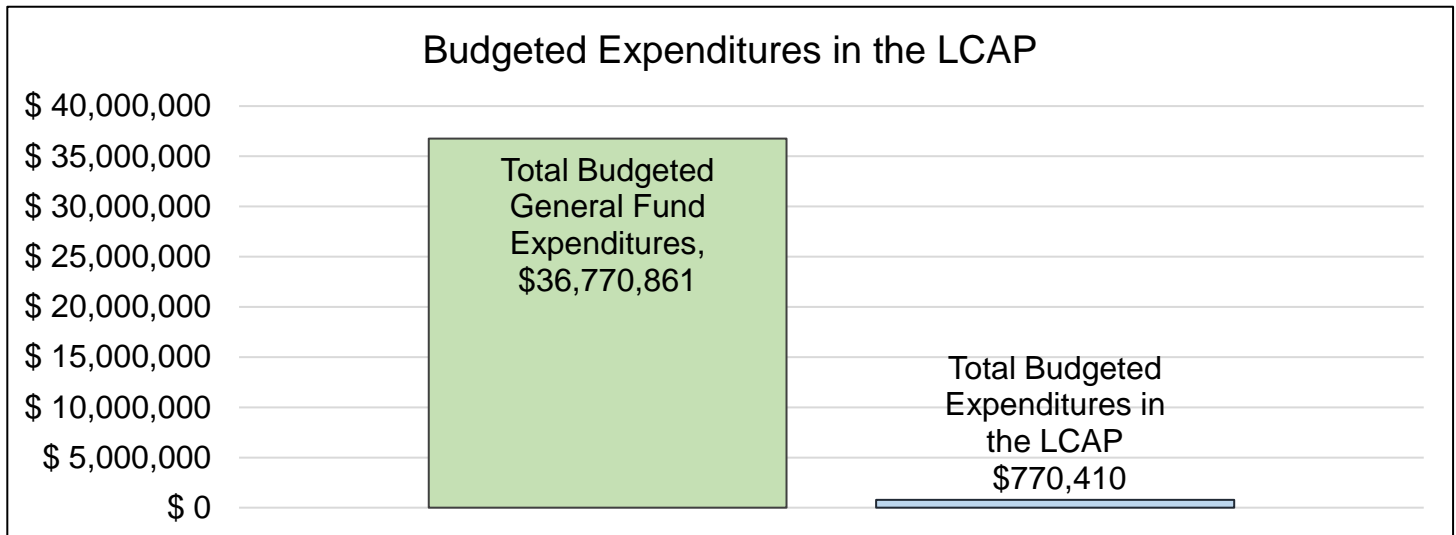


This chart shows the total general purpose revenue Sutter County Superintendent of Schools expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

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

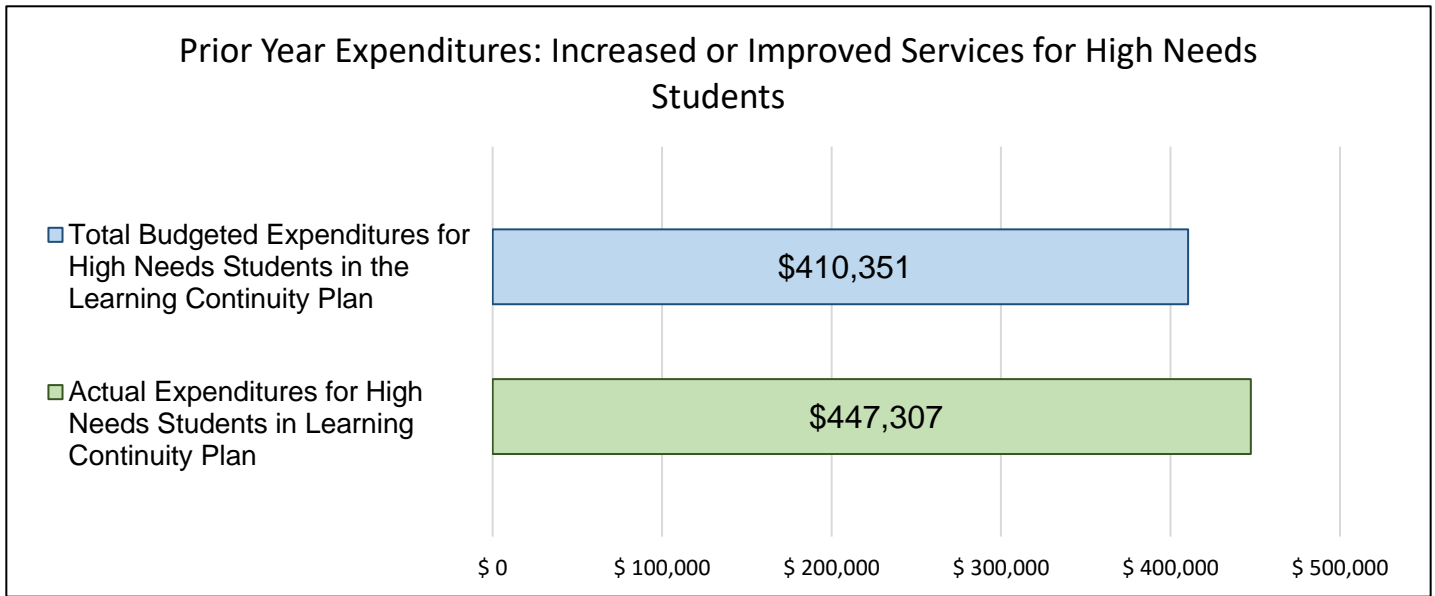
The General Fund operating expenses of the Sutter County Office of Education that are not included in the LCAP include base level school staffing costs as well as support services beyond the school and students, fiscal services and administration of non-student related programs, contracted services such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

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

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

LCFF Budget Overview for Parents

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



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

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

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Data Entry Table: Inclusion as part of the LCAP Template is optional

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Personnel Expense | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|------------------------------|------------------|---|------------|---|----------|-----------|-------------------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | Staffing | All | No | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 100% | \$ 195,276 | \$ - | \$ 178,271 | \$ 17,005 | \$ - | \$ - | \$ 195,276 |
| 1 | 2 | Class Size Reduction | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | | \$ 119,270 | \$ - | \$ 20,510 | \$ - | \$ - | \$ 98,760 | \$ 119,270 |
| 1 | 3 | Supplemental Materials | All | Yes | Schoolwide | All Students | LEA-Wide | Ongoing | | \$ - | \$ 3,200 | \$ 3,200 | \$ - | \$ - | \$ - | \$ 3,200 |
| 1 | 4 | Edgenuity | All | No | Schoolwide | All Students | LEA-Wide | Ongoing | | \$ - | \$ 14,875 | \$ 14,875 | \$ - | \$ - | \$ - | \$ 14,875 |
| 1 | 5 | Ensuring Broad Course Access | All | No | Schoolwide | All Students | LEA-Wide | Ongoing | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 1 | 6 | Co-Teach Model | All | No | Schoolwide | All Students | LEA-Wide | Ongoing | | \$ - | \$ 400 | \$ - | \$ - | \$ - | \$ - | \$ 400 |
| 1 | 7 | ROP/CTE | All | No | Schoolwide | All Students | LEA-Wide | Ongoing | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 | 1 | Collaboration | All | Yes | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 100% | \$ 74,064 | \$ - | \$ 46,879 | \$ 27,185 | \$ - | \$ - | \$ 74,064 |
| 2 | 2 | Professional Learning | All | No | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 0% | \$ - | \$ 37,478 | \$ - | \$ - | \$ - | \$ 39,450 | \$ 37,478 |
| 2 | 3 | Classified Support | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 100% | \$ 38,884 | \$ - | \$ - | \$ 38,884 | \$ - | \$ - | \$ 38,884 |
| 2 | 4 | Tutoring | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 100% | \$ 4,000 | \$ - | \$ 4,000 | \$ - | \$ - | \$ - | \$ 4,000 |
| 2 | 5 | El Professional Learning | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3 | 1 | Attendance and Outreach | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 100% | \$ 80,387 | \$ - | \$ 80,387 | \$ - | \$ - | \$ - | \$ 80,387 |
| 3 | 2 | Transportation | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 20% | \$ 25,128 | \$ 98,657 | \$ 4,480 | \$ 117,128 | \$ - | \$ 2,177 | \$ 123,765 |
| 3 | 3 | Counseling Services | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 100% | \$ 21,789 | \$ - | \$ 21,789 | \$ - | \$ - | \$ - | \$ 21,789 |
| 3 | 4 | PBIS Implementation | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 0% | \$ - | \$ 32,500 | \$ 5,000 | \$ - | \$ - | \$ 27,500 | \$ 32,500 |
| 3 | 5 | Parent Liaison | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 100% | \$ 19,502 | \$ - | \$ 19,502 | \$ - | \$ - | \$ - | \$ 19,502 |
| 4 | 1 | Coordination of Services | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | 100% | \$ 5,000 | \$ - | \$ 5,000 | \$ - | \$ - | \$ - | \$ 5,000 |
| 4 | 2 | Professional Development | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | | | | | | | | \$ - |
| 4 | 3 | Educational Case Management | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | | | | | | | | \$ - |
| 4 | 4 | Monitoring Student Outcomes | All | Yes | Schoolwide | All Students Low-income, English learners, Homeless, Foster Youth | LEA-Wide | Ongoing | | | | | | | | \$ - |

Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 403,893 | \$ 200,202 | \$ - | \$ 167,887 | 770,410 | \$ 583,300 | \$ 187,110 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|------------------------------|------------------|------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | Staffing | All | \$ 178,271 | \$ 17,005 | \$ - | \$ - | \$ 195,276 |
| 1 | 2 | Class Size Reduction | All | \$ 20,510 | \$ - | \$ - | \$ 98,760 | \$ 119,270 |
| 1 | 3 | Supplemental Materials | All | \$ 3,200 | \$ - | \$ - | \$ - | \$ 3,200 |
| 1 | 4 | Edgenuity | All | \$ 14,875 | \$ - | \$ - | \$ - | \$ 14,875 |
| 1 | 5 | Ensuring Broad Course Access | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 1 | 6 | Co-Teach Model | All | \$ - | \$ - | \$ - | \$ - | \$ 400 |
| 1 | 7 | ROP/CTE | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 | 1 | Collaboration | All | \$ 46,879 | \$ 27,185 | \$ - | \$ - | \$ 74,064 |
| 2 | 2 | Professional Learning | All | \$ - | \$ - | \$ - | \$ 39,450 | \$ 37,478 |
| 2 | 3 | Classified Support | All | \$ - | \$ 38,884 | \$ - | \$ - | \$ 38,884 |
| 2 | 4 | Tutoring | All | \$ 4,000 | \$ - | \$ - | \$ - | \$ 4,000 |
| 2 | 5 | EI Professional Learning | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3 | 1 | Attendance and Outreach | All | \$ 80,387 | \$ - | \$ - | \$ - | \$ 80,387 |
| 3 | 2 | Transportation | All | \$ 4,480 | \$ 117,128 | \$ - | \$ 2,177 | \$ 123,785 |
| 3 | 3 | Counseling Services | All | \$ 21,789 | \$ - | \$ - | \$ - | \$ 21,789 |
| 3 | 4 | PBIS Implementation | All | \$ 5,000 | \$ - | \$ - | \$ 27,500 | \$ 32,500 |
| 3 | 5 | Parent Liaison | All | \$ 19,502 | \$ - | \$ - | \$ - | \$ 19,502 |
| 4 | 1 | Coordination of Services | All | \$ 5,000 | \$ - | \$ - | \$ - | \$ 5,000 |

Contributing Expenditure Table

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|-------------|
| Total: | \$ 210,747 | \$ 522,381 |
| LEA-wide Total: | \$ - | \$ - |
| Limited Total: | \$ - | \$ - |
| Schoolwide Total: | \$ 210,747 | \$ 522,381 |

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|------------------------------|------------|--|----------|------------|-------------|
| 1 | 1 | Staffing | Schoolwide | | LEA-Wide | \$ 178,271 | \$ 195,276 |
| 1 | 2 | Class Size Reduction | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA Wide | \$ 20,510 | \$ 119,270 |
| 1 | 3 | Supplemental Materials | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 3,200 | \$ 3,200 |
| 1 | 4 | Edgenuity | Schoolwide | | LEA-Wide | \$ 14,875 | \$ 14,875 |
| 1 | 5 | Ensuring Broad Course Access | Schoolwide | | LEA-Wide | \$ - | \$ - |
| 1 | 6 | Co-Teach Model | Schoolwide | | LEA-Wide | \$ - | \$ 400 |
| 2 | 1 | Collaboration | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 46,879 | \$ 74,064 |
| 2 | 2 | Professional Learning | Schoolwide | | LEA-Wide | \$ - | \$ 37,478 |
| 2 | 3 | Classified Support | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ - | \$ 38,884 |
| 2 | 4 | Tutoring | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 4,000 | \$ 4,000 |
| 2 | 5 | EI Professional Learning | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ - | \$ - |
| 3 | 1 | Attendance and Outreach | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 80,387 | \$ 80,387 |
| 3 | 2 | Transportation | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 4,480 | \$ 123,785 |
| 3 | 3 | Counseling Services | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 21,789 | \$ 21,789 |
| 3 | 4 | PBIS Implementation | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 5,000 | \$ 32,500 |
| 3 | 5 | Parent Liaison | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 19,502 | \$ 19,502 |
| 4 | 1 | Coordination of Services | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 5,000 | \$ 5,000 |
| 4 | 2 | Professional Development | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | | \$ - |
| 4 | 3 | Educational Case Management | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | | \$ - |
| 4 | 4 | Monitoring Student Outcomes | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | | \$ - |

Agenda Item No. 12.0

BOARD AGENDA ITEM: Adoption of Sutter County Superintendent of Schools' 2021-2024 Pathways Charter Academy (PCA) Local Control and Accountability Plan (LCAP)

BOARD MEETING DATE: June 26, 2019

AGENDA ITEM SUBMITTED FOR:

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

PREPARED BY:

Brian Gault, Kristi Johnson and John Kovach

SUBMITTED BY:

Brian Gault, Kristi Johnson and John Kovach

PRESENTING TO BOARD:

Brian Gault, Kristi Johnson and John Kovach

BACKGROUND AND SUMMARY INFORMATION:

Pathways Charter Academy 2021-2024 Local Control Accountability Plan (LCAP) including the Annual Update for the 2021-2024 LCAP and Annual Update for the 2020-21 Learning Continuity and Attendance Plan

The PCA LCAP document was included in the June 16, 2021 Sutter County Board of Education Board packet and is on the Sutter County Superintendent of Schools' website.

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

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--------------------------|------------------------------------|
| Pathways Charter Academy | John Kovach Principal | JohnK@sutter.k12.ca.us 530-822- |

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

Goal 1

PCA was not an active charter when the previous 3 year LCAP was developed and therefore does not have anything to report in 2019-20.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|----------|--------|
|----------|--------|

| | |
|--|--|
| | |
|--|--|

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|------------------------|-----------------------|---------------------|
| | | |

Goal Analysis

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

| |
|-----|
| N/A |
|-----|

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

| |
|-----|
| N/A |
|-----|

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|-------------|----------------------|-------------------------------|--------------|
| | | | |

| | | | |
|----------------------------------|----------|----------|---|
| 40% FTE Counselor (General Fund) | \$23,762 | \$17,106 | Y |
|----------------------------------|----------|----------|---|

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

Budgeted funds were based on a full year of service. The hiring process took longer than expected. The difference in cost was due to reduced salary cost associated with fewer work days. Funds not spent will be allocated to extend the supplemental services through Spring 2021.

Analysis of In-Person Instructional Offerings

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

In non-COVID times, Pathways Charter utilizes an independent study instructional model that, by design, incorporates synchronous and asynchronous learning to meet the individual needs of each student within the independent study learning model. Students and teachers meet weekly in a 1:1 setting for feedback, goal-setting, progress monitoring, and support. Students perform asynchronous work between meetings and have assigned or voluntary access to more frequent synchronous support. During COVID, in-person appointments were available throughout the 20/21 school year but only occurred by parent/student request or by invitation from the teacher due to lack of independent engagement.

Successes: The in-person, appointment based instruction proved beneficial in increasing work production and overall academic performance. Student performance data as well as feedback from students and parents indicates a benefit to the in-person instructional time. Virtual daily live interaction proved to be successful in supporting engagement and progress for those students who participated on a regular basis.

Challenges: While the Learning Continuity Plan included opportunities for small cohorts of students to be on campus, this instructional support model never materialized. Challenges included the coordinating of multiple family schedules as well as teacher time outside of the virtual daily live interactions.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Does not apply to non-classroom based charter schools | | | |

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

Does not apply to non-classroom based charter schools

Analysis of the Distance Learning Program

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

Does not apply to non-classroom based charter schools

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Edgenuity Curriculum combined with STAR integration and My Path provides a system of assessments and data driven instruction in an online curriculum to address learning loss (Learning Loss Mitigation Funding) | \$3,750 | \$3,750 | Y |
| STAR Integration provides ELA and Mathematics assessments to identify learning status, target instruction, and monitor student progress. (General Fund) | \$500 | \$250 | Y |
| My Path enables Edgenuity Curriculum to provide individualized learning paths for students based on assessment data. (Learning Loss Mitigation Funding) | \$3,750 | \$3,750 | Y |
| Professional Development supports teacher effectiveness. (Learning Loss Mitigation Funding) | \$500 | \$500 | Y |
| ChromeBooks for Students provides equitable access to the curriculum for all students. (Learning Loss Mitigation Funding) | \$8,753 | \$8,753 | Y |

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

There are no substantive differences between what was budgeted and what was spent.

Analysis of Pupil Learning Loss

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

PCA's development of a Student Success Plan (SSP) and an Individualized Learning Plan (ILP) for each student creates the foundation for addressing learning loss and accelerating learning progress for pupils. Both plans are based on students' unique needs, strengths, and abilities. The SSP provides a multi-tiered system of support approach to ensuring students have the support needed for success.

The ILP is a data-driven instructional plan based on the student's academic history and current assessments. This plan prescribes the courses students need to take in order to reach their goals and places them at an instructional level aligned to their skills and abilities. Together, these plans address students' unique needs, strengths, and desires to ensure success in mitigating learning loss and accelerating learning progress. They also provide for a robust Tiered Re-engagement Plan to maximize attendance and participation in core instruction and intervention.

Edgenuity curriculum with the My Path program was purchased to provide students with targeted, data-driven, and engaging instruction that is independent study friendly. It provides instruction at each student's appropriate level and fosters student engagement.

English learners, low-income students, foster youth, homeless youth, and students with exceptional needs were identified and prioritized for more frequent meetings to provide guidance and ensure smooth progress through the My Path targeted intervention program. Staff also supplemented the curriculum with virtual and classroom-based instructional activities to support students whenever possible. This includes activities such as more frequent 1:1 meetings with the teacher, labs, tutoring, interventions, small group instruction, and other related instructional activities.

Successes: The SSP and ILP were created and implemented even during COVID. Each student followed an individualized course schedule and received academic as well as social emotional support as dictated by the plans. The plans are developed in collaboration with the student, parent, counseling staff, school administration and the teacher. Edgenuity proved to be an effective online curriculum for our students as shown by growth in the hours of engagement throughout the school year. In September 2020 the average number of hours students engaged in online curriculum was a mere 21 hours per week. By May 2021 student engagement increased to an average of 74 hours per week. Student achievement as indicated by grades has improved to an average of 75% across all subjects in grades 7-12.

Challenges: While tutoring was available to Foster and Homeless students, no PCA students qualified for 1-1 tutoring under that criteria and the small group instruction and learning labs never materialized due to the variety of complications associated with COVID.

Analysis of Mental Health and Social and Emotional Well-Being

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

Upon enrollment, the student, family, teacher and counseling staff work together to develop a Student Success Plan (SSP) to address social and emotional and mental health wellness needs. PCA collaborated with the Student Support and Outreach (SSO) Department

and Sutter County Probation to develop and provide a comprehensive Multi-Tiered System of Support (MTSS) to promote and address the mental health and social-emotional well-being of the students, staff, and families of the school. Available resources will be allocated by priority of need which includes a priority for students who are homeless, foster youth, English learners, low income, or otherwise have unique or special needs. Data to drive the implementation of the MTSS is collected through intake interviews, Kelvin Pulse Surveys, and Student/ Family Check-ins via phone calls or home visits. This provides us with data to address mental health and social-emotional needs. The Social-emotional Learning (SEL) support team includes School Counselors, an SSO Specialist, and a School Resource Probation Officer (SRO). The role of the SRO is non-punitive and restorative.

PCA is a County Community School, so our students are “at promise.” Most come with Tier 2 and 3 social and behavioral services written into their rehabilitation plan. Students are assigned to a counselor for case management. Upon enrollment, all students go through an intake process with the SEL Support Team to triage and identify needs and barriers to academic success. School Counselor staffing was increased for the 2020-2021 school year and included multiple school counselors with smaller caseloads. Additionally, PCA and SSO staff worked jointly to create a referral process that will identify specific student needs and provide support in identified areas of immediate need.

Successes: The increase in counseling staff allowed for thorough development and close monitoring of the SSP through the 20/21 school year. Service we provided through a combination of in-person and virtual methods which allowed for continuity of services. SCSOS Student Support and Outreach Specialists were also successful in providing Tier I support such as *Why Try* and Kelvin Pulse Surveys we utilized to monitor wellbeing of students.

Staff engaged in a variety of SEL PD opportunities and frequent problem solving meetings for students identified as at-risk.

Challenges: Despite best efforts and availability of resources, a small percentage of students continue to struggle with social emotional well being.

Analysis of Pupil and Family Engagement and Outreach

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

Successes: Family and student engagement and outreach was at an all time high. PCA staff delivered food to 55% of families for the entire year. Multiple home visits were held weekly and provided through administrative and staff outreach efforts. Outreach provided by school counselors from SSO was also at an all time high with daily outreach to students or families in need of social, emotional and mental health support. PCA staff utilized county services such as FAST, County Mental Health, probation and Youth For Change to provide needed support for all of our “at promise” students through the appropriate referral processes. Kelvin surveys were administered to collect data on students and families to help PCA staff identify needs and then match resources to those needs.

Challenges: The low student to staff ratio allowed for individualized attention and outreach. Families immediately received support and encouragement when attendance or engagement dropped. Despite this outreach and best efforts, only 3 of 20 students met our 87% attendance goal with the schoolwide average being 57% for the year.

Overall Effectiveness: We were able to maintain a connection, communication and support for the basic needs of many families throughout the Pandemic. Despite low synchronous attendance numbers, students engaged asynchronously and earned a school/subject matter wide, average score of 75%.

Analysis of School Nutrition

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

Pathways Charter Academy is a non-classroom based school and therefore did not provide meals for students. Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---------------------------------|----------------------|-------------------------------|--------------|
| Mental Health and Social and Emotional Well-Being | 40%FTE Counselor (General Fund) | Duplicate | Duplicate | Y |

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

N/A

Overall Analysis

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

Virtual daily live interaction is a practice that will be continued as part of our independent study program, as practical, into the 2021-24 school years. SEL support, including increased counseling staff will be important to keep in place for the foreseeable future. Based on the 20-21 attendance data, we will need to increase our focus on the use of the tiered re-engagement process and resources to ensure that students attend their weekly in-person appointments and engage in the opportunities for in-person or virtual supplemental supports including tutoring and small group instruction which proved to be most effective.

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

Students will continue to be assessed using the STAR Renaissance Assessments and that information will be integrated in the Edgenuity MyPath software to create individual learning paths for remediation. The addition of Instructional Aides and/or Tutor to support scaffolding of grade level content will be important for the foreseeable future.

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

All substantive differences described in each section above.

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

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

Since PCA was not in existence in the 2019-20 school year, there is no data nor analysis for that period of time available. The reflections related to student outcomes in the 2020-21 school year were described above. The 21-24 LCAP is reflective of the need for attendance and engagement resources as well as the need for ongoing Social and Emotional counseling. We are confident that the actions related to curriculum and professional development will have a positive impact on student outcomes once students are attending regularly and emotionally grounded enough to fully engage in the academic program. Data practices need to be evaluated to ensure that student performance data is collected and analyzed in order to track, improve, and provide appropriate instructional support for students.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
| Pathways Charter Academy | Brian Gault Assistant Superintendent | TomR@sutter.k12.ca.us 530-822-2931 |

Plan Summary 2021-2024

General Information

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

Pathways Charter Academy (PCA), is a Non-Seat Based Charter School established by the Sutter County Superintendent of Schools to provide specialized education services for students who require an alternative education program. Pathways Charter Academy is housed on a campus next door to the Sutter County Superintendent of Schools Office. PCA is an innovative alternative education program offering individualized educational options in a safe, challenging, and need-fulfilling environment. Students are encouraged to acknowledge responsibility in both the local and global community. Students prepare for a successful quality life according to their individual needs. Students in grades 7 – 12 who are at risk of being expelled, have been expelled, are referred by courts or probation or parents who have requested a voluntary transfer are served by Pathways Charter Academy. PCA offers 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. It provides individual students with a choice of ways to acquire the values, skills and knowledge all students should gain as verified in a written Master Agreement. All programs work closely with students and parents to provide a focused instructional program that leads to graduation or eventual return to their home school. The non-seatbased model allows for maximum flexibility and individualization to meet student needs including flexibility to work, enroll in dual enrollment college courses, enroll in CTE courses and participate in mentoring and internship opportunities. The enrollment at PCA has fluctuated during its first year between 13 and 17 students. Data collected is not always truly reflective due to the small sample size of participants, especially in subgroups. Additionally, students who enroll in PCA are typically not prepared for the rigor of AP courses however, if needed AP course work can be accessed for students who demonstrate need but it is not a standard part of the program. PCA doesn’t expel pupils so there are no actions or services to address pupil expulsion rate, nor do students drop out of PCA but instead are placed in other alternative programs or returned to their district of residence for not meeting the obligations of their expulsion plan. Therefore, you will not see reference to dropout rates for middle or high school students.

Reflections: Successes

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

Since Pathways Charter Academy was not in existence in 2019-20, Ca Schools Dashboard data is not yet available. However, PCA has already graduated two students this school year, with the potential for one more before the end of the school year.

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

Social awareness - 100% positive feedback

Social participation in school - 100% positive feedback

COVID tools and awareness - 100% positive feedback

Resilience - 100% positive feedback

Positive mindset - 100% positive feedback

School Climate and Culture - 100% positive feedback

Cross Cultural and Linguistic Competency - 100% positive feedback

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

Edgenuity is proving to be an effective online curriculum for our students. Hours of engagement have increased from an average of 21 hours per week to an average of 74 hours per week from the beginning to end of the 2020-2021 school year. Student achievement is increasing as well to mirror the level of engagement. Student achievement is averaging an overall grade of 70% across all subject matter areas in grades 7-12.

Students in an Independent Study Program may be suspended due to the same reasons a seat-based classrooms student could. However, thus far, no PCA students have been suspended this year.

Reflections: Identified Need

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

Using local data, PCA has identified an attendance rate of 57% for the 20-21 year. Due to the inconsistencies of COVID-19, increased efforts will be made to mitigate attendance issues and increase student engagement and attendance in the future.

PCA students and parents chose not to respond to the California Healthy Kids Survey. We have learned that students and parents will need more prompting and support to complete surveys in the future.

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

In the 2020-2021 school year, the graduation rate during the first year was 23%. However, due to COVID related inconsistencies, there will be increased efforts to provide goal setting and support to increase the graduation rate.

In order to support students' attendance, behavior and academic needs, the multi-tiered system of approach will be reevaluated and improved. Increased counseling, the implementation of PBIS Tier I, refinement of the PLC process. The intake process and development of the ILP and goal setting with regular monitoring/check-ins is foundational to student success. The use of Attendance and Outreach Coordinator and Probation Officer is used to strengthen attendance outreach and tiered re-engagement.

PCA students did not successfully complete the STAR assessments as intended during the 20-21 school year. This will be addressed by providing incentives and requiring in-person appointments for assessments in the 21-22 school year.

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

LCAP Highlights

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

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

Goal 1 - Pathways Charter Academy will provide Conditions of Learning that will develop College and Career Ready students.

Goals 2 - Pathways Charter Academy will plan programs, develop plans, and provide data from assessments that will maximize student outcomes.

Goal 3 - Pathways Charter Academy will promote student engagement and a school culture conducive to learning

Key features include: An intense focus on creating a culture and school climate that meets the diverse needs of students' academic and social-emotional needs through increased counseling and case management as well as leveraging the Edgenuity platform to provide students with enriching learning experiences. A focus on staff development and academic and SEL professional learning opportunities will allow staff to meet the diverse needs of the students they serve.

Comprehensive Support and Improvement

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

Schools Identified

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

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Staff (Certificated, Classified and Bargaining Unit) LCAP development was an agenda item at the following meetings:
3/10/21- Staff LCAP meeting and discussion
4/21/21 - Staff LCAP and LCFF priority meeting and discussion
4/28/21 - Staff LCAP meeting and discussion
5/19/21 - Staff LCAP meeting and discussion
5/26/21 - Staff LCAP meeting and discussion

Students input and feedback was obtained through surveys as well as through individual conferences where progress on Individualized Learning Plans was evaluated from a student output as well as programmatic support lens.
Kelvin Surveys - have been administered for a portion of the year in 2020-2021, beginning on March 1, 2021 through the end of the school year.
CHKS Surveys were administered during the weeks of 4/5/21-4/16/21

Parents:

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

SELPA:

2/11/21 SCSOS Systems of Support

6/8/21 Consultation

Parent Advisory Committee:

11/19/2020 - Budget overview for parents, Budget meeting to identify expenditures and supports provided for students.

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

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

SCSOS Board

Status Update to the Board - April 14, 2021

Public Hearing - June 16, 2021

Board Approval - June 23, 2021

A summary of the feedback provided by specific stakeholder groups.

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

Parents- Parents reported that they appreciated the personalized connections between school and home, home visits, and constant outreach for students. Independent study and the online curriculum provided flexibility for the students to help attend to other family matters throughout the pandemic. Parents appreciated the willingness of staff to meet with the students outside of normal school hours.

Students- The majority of student input centered around the flexibility provided by the independent study format as well as the embedded counseling services. The extra-curricular opportunities such as CTE courses and the Media Van were also identified as programs valued by students. The students reported that the level of support provided by counseling staff helped them to be better prepared to engage in instruction and that the opportunity for hands-on activities motivated them to come to school.

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

Goal 1, Action 3 was developed in response to input from certificated and classified staff. While parents and students appreciated the online curricular platform, both indicated a need for additional training and support. Teachers requested training in navigating course work vs credit recovery work and meeting the individualized needs of students. Classified staff requested additional training and personalized access to Edgenuity in order to best support teaching staff and students.

Actions developed in Goal 3 are in direct response to stakeholder feedback as well as from Kelvin survey results. Stakeholders shared the importance of creating an environment for students and staff in which they feel safe and welcomed. An emphasis on PBIS implementation will support a positive learning environment. Additional attention from the Attendance and Outreach Coordinator will ensure barriers including transportation barriers are removed to ensure students attend their weekly appointments and other opportunities for in-person support.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Pathways Charter Academy will provide Conditions of Learning that will develop College and Career Ready students. Priority 1, 2, and 7 |

An explanation of why the LEA has developed this goal.

Pathways Charter Academy (PCA) serves students who have been expelled, referred by Probation, referred due to truancy or at the request of the parent. Student and parent input indicates that they are disenfranchised with the traditional school setting and survey data indicates that upon entry in the County Community School, the majority of students do not see relevance or connection between school and their long term goals. PCA 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 PCA will enter an environment that supports them to establish individualized goals and realize how school provides support to help them achieve.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------------------------|----------------|----------------|----------------|-------------------------------|
| Priority 1A - Properly credentialed and appropriately assigned teachers Source: SARC | 100% | N/A | N/A | N/A | 100% |
| Priority 1B - Student access to standards-aligned instructional materials Source: SARC | 100% | N/A | N/A | N/A | 100% |
| Priority 1C - Facilities in Good Repair Source: Facilities Inspection Tool (FIT) | Overall “Exemplary” rating | N/A | N/A | N/A | Maintain “Good Repair” rating |

| | | | | | |
|--|---|-----|-----|-----|---|
| Priority 2A - Implementation of State Academic Standards Source: Local Indicator Tool for Priority 2 | Professional Learning for Teaching = 2 Standards Implementation Health = 2 PE = 1 VAPA = 3 | N/A | N/A | N/A | Professional Learning for Teaching = 4 Standards Implementation Health = 4 PE = 4 VAPA = 4 |
| Priority 2B - EL access to CCSS and ELD Standards Source: CAASPP | 2021 STAR (ELA) 0 % of ELs in the 50th percentile or above | N/A | N/A | N/A | 25% of ELs will be in the 50th percentile or above |

Actions

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

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

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

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

| | | | | |
|---|------------------------------|--|----------|---|
| 1 | Staffing | Properly credentialed and appropriately assigned teachers. Continue to provide daily live interaction opportunities for students on the independent study program. | \$85,791 | Y |
| 2 | Supplemental Materials | Provide alternative curricular resources, primarily targeted to unduplicated students and students with exceptional needs, for Science History Social Science to provide hands-on learning experiences to students that struggle with the Edgenuity online learning platform (TCI and Discovery Education) Priority 7B and 7C | \$800 | Y |
| 3 | Edgenuity | Edgenuity Online Platform Professional Learning Provided to teachers on the implementation of standards and best practices to for teachers in supporting | \$14,875 | N |
| 4 | Ensuring Broad Course Access | Students have access to a comprehensive Health Education through alignment to the Framework in order to strengthen and supplement Health Curriculum to ensure comprehensive support of student health. Explore opportunities for increased physical education during the school day in order to create a more comprehensive program where students can earn credits towards graduation Priority 7A | \$0 | N |
| 5 | ROP/CTE | Increase student enrollment in SCSOS CTE courses through Tri-County ROP Administer Virtual Job Shadow to establish career goals | \$0 | N |

Goal

| Goal # | Description |
|--------|--|
| 2 | Pathways Charter Academy will plan programs, develop plans, and provide data from assessments that will maximize student outcomes. Priority 4 and 8 |

An explanation of why the LEA has developed this goal.

In 20-21, we determined data practices needed to be evaluated to ensure that student performance data is collected and analyzed in order to track, improve, and provide appropriate instructional support for students. When students enroll at PCA they are required to take Benchmark Assessments. Most students enter below grade level or significantly below grade level in all academic subject areas. 20-21 Edgenuity data confirms the need for a strong system of academic monitoring and support. Most students also enroll with credit deficiencies and have been unsuccessful in the traditional school setting. By developing individual learning plans based on data from the assessments, PCA 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 and CAASPP | Establish Baseline based on next Dashboard Establish baseline based on CAASPP scores | N/A | N/A | N/A | Determine outcome data based on baseline |
| Priority 4B - Percentage of pupils who have been enrolled in, and successfully completed A-G or CTE course requirements Source: College/Career Indicator (Dashboard) | Establish Baseline based on next Dashboard | N/A | N/A | N/A | 15% prepared |

| | | | | | |
|---|--|-----|-----|-----|--|
| Priority 4C - Percentage of English learners making progress toward English proficiency Source: ELPI and Summative ELPAC | Establish Baseline based on next Dashboard There are not enough students with 2 years of ELPAC data to generate data without violating confidentiality | N/A | N/A | N/A | Determine outcome based on data and whether there are enough students to generate data |
| Priority 4D - EL Reclassification Rate Source: Reclassification Policy | 2020-2021 0 students reclassified | N/A | N/A | N/A | 2 students |
| Priority 4F - Demonstration of college preparedness (EAP) | Establish Baseline data | N/A | N/A | N/A | Determine outcome data based on baseline |
| Priority 8A - Other Pupil outcomes Source:STAR | Establish Baseline data | N/A | N/A | N/A | Determine outcome data based on baseline |

Actions

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

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

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

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
| 1 | Collaboration | Weekly collaboration on minimum days for all staff to analyze student needs and data, plan for instruction and intervention using the PLC model Release time for staff to collaborate and engage in professional learning activities relevant LEA goals | \$1,000 | Y |
| 2 | Professional Learning | Contract with Solution Tree for attentive support with PLC implementation | \$18,903 | N |
| 3 | Classified Support | Paraprofessional to provide daily academic and SEL support to targeted students identified through academic data analysis and referrals from SEL screeners | \$25,128 | Y |
| 4 | Tutoring | Certificated and Classified staff will provide daily after school tutoring opportunities for students with targeted support for unduplicated students | \$750 | Y |
| 5 | EL Professional Learning | Support from EL expert Theresa Hancock on best practices for standards implementation and Integrated and Designated ELD instruction. Provide staff feedback on teaching practices specific to support EL students across content areas. | \$0 | Y |

Goal

| Goal # | Description |
|--------|---|
| 3 | Pathways Charter 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.

Even as a non-seat based charter school, Pathways Charter Academy believes they need to strive to provide an environment for students that is engaging and establishes a culture where students learn to view themselves in a positive light and get along with others. Oftentimes, students have not been successful in traditional school and are looking for an alternative learning environment. In order to reestablish educational development, establish appropriate educational goals and support students to earn a high school diploma, extensive support

services are necessary. The actions and services in the goal are designed to remove barriers that have impeded success in the traditional school setting.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| Priority 3A/3B and 3C - Efforts to seek parent input in decision-making Source: Local Indicator Tool for Priority 3 or survey | CHKS Survey Participation Rate 0% All parents 0% Unduplicated 0% Exceptional Needs | N/A | N/A | N/A | Survey Participation Rate 75% All parents 75% Unduplicated 75% Exceptional Needs |
| Priority 5A - Attendance Source - P2 Attendance Report | 2020-2021 57% | N/A | N/A | N/A | 87% |
| Priority 5B - Chronic Absenteeism Source - Dashboard - Chronic Absenteeism Indicator and Data Quest | Establish Baseline based on next Dashboard | N/A | N/A | N/A | Determine outcome data based on baseline |
| Priority 5C - Middle School Dropout Rate Source: AERIES | 2020-21 0 students | N/A | N/A | N/A | 0 students |
| Priority 5D - High School Dropout Rate Source: CALPADS 1.12 | 2020-21 4 students | N/A | N/A | N/A | 0 students |
| Priority 5E - High School Rate Source: Graduation Rate Indicator | Establish Baseline based on next Dashboard | N/A | N/A | N/A | 75% |

| | | | | | |
|--|--|-----|-----|-----|--|
| (Dashboard) and/or CALPADS 15.1 or 15.2 | 2020-2021 15% | | | | |
| Priority 6A - Suspension Rate Source: Suspension Rate Indicator (Dashboard) and CALPADS | Establish Baseline based on next Dashboard 0 Students | N/A | N/A | N/A | Determine outcome data based on baseline |
| Priority 6B - Expulsion Rates Source: CALPADS | 0 Students | N/A | N/A | N/A | Maintain 0 Students |
| Priority 6C - Other local measures, including survey of pupils, parents and teachers on the sense of school safety and connectedness Source: Survey | Establish Baseline 0 parents responded to survey on school safety and connectedness | N/A | N/A | N/A | Sense of School Safety Students - 95% Parents- 100% Sense of School Connectedness Students - 85% Parents- 85% Total School Supports (Pretty Much or Very True) Students- 80% Parents - 80% |

Actions

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

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

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

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|--|-------------|--------------|
| 1 | Attendance and Outreach | Attendance and Outreach Coordinator tracks and monitors attendance, conducts home visits, and provides individualized transportation | \$0 | Y |
| 2 | Transportation | Address transportation barriers by providing personalized transportation by school staff and/or providing bus passes | \$1,000 | 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. | \$36,315 | Y |
| 4 | PBIS Implementation | Contract with PCOE to continue implementation of PBIS Tier I, and introduce Tier 2 Provide incentives for students to reinforce positive behavior and attendance | \$7,500 | Y |
| 5 | Parent Outreach | Increase efforts to seek parent input on school programs, safety and connectedness through personal connections and outreach. | \$0 | Y |

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

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 28.55% | \$52,733 |

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.

The needs, conditions and circumstances (barriers) of our Socioeconomically Disadvantaged (85%), English Learners (10%) and Foster Youth (0%) were explored and considered first in the development of the following schoolwide actions and services. A summary of the barriers identified includes:

For SED: Independent study programs require one hour per week of in -person instruction. However our SED students responded better when they engaged in the opportunity for daily live interactions with the credentialed teacher. Therefore this increased level of support will continue into the 21-22 school year. There is a high percentage of students with significant effects from adverse childhood events (ACE), increased family or homelife demands/pressure competing for time and attention, food and housing insecurities, affiliation with gangs and other influences counterproductive to engagement in school, lack of support from home or adults outside of school, substance abuse. Therefore, students will be prioritized for additional counseling and tutoring services.

For ELs: Language and/or technology based communication barriers, establishment of protected time for focus on ELD standards, lack of confidence or perseverance related to school engagement. Therefore, staff will be provided additional support through professional learning opportunities and direct support from EL expert, Teresa Hancock.

Stakeholder input and available data also indicate that SWD and ELs traditionally perform significantly lower than schoolwide averages on all academic indicators but even more disproportionality in the areas of Math, Science and Social Studies. The Pandemic has only served to increase the performance gap and local data shows that these student groups along with SED students are having difficulty re-engaging in school and addressing the additional learning loss that occurred due to the decrease in in-person instructional time over the last 14 months

Based on these needs, conditions and circumstances the following actions will be implemented on a schoolwide basis:

Goal 1, Action 1 (Daily live interaction with certificated staff)

Goal 1, Action 2 (Supplemental Materials)

Goal 2, Action 1 (Collaboration)

Goal 2, Action 3 (Classified Support)

Goal 2, Action 4 (Tutoring)

Goal 2, Action 5 (EL Professional Learning)

Goal 3, Action 1 (Attendance Outreach Staffing)

Goal 3, Action 2 (Transportation)

Goal 3, Action 3 (Counseling Services)

Goal 3, Action 4 (PBIS Implementation)

These actions are being provided on an LEA-wide basis and we expect that all students will see improvement in attendance, engagement and academic performance on local and statewide assessments. However, because of the gap in performance and slower rate that unduplicated pupils have recovered from pandemic related learning loss, we believe these actions will support our unduplicated pupils in recovering from learning loss significantly more than other students.

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

The goals and actions above, taken together, are intended to increase both quantity and quality of services for unduplicated student groups by exponentially more than the minimum proportionality requirement.

The increased level of support provided by the additional daily live interactions with the teacher is critical to provide the services that our population require (frequently expelled or SARB referred and are also SED and/or ELs) to engage and experience success in a the non-seatbased school setting. More intensive and targeted counseling services are also foundational to addressing the effects of adverse childhood events and lack of success in the traditional school setting. Several studies have shown that increasing the quality and quantity of positive adult contacts during the school day increases the overall student achievement, especially for disadvantaged children. The STAR project is an example of a study that provided data to show that by reducing the teacher to student ratio to no more than 18-1 shows a significant advantage for SED students. Beyond the 18-1 ratio, show no significant advantage. Research from ASCA shows that, “in particular, students of color and low income families benefit from having more access to school counselors.” ASCA also provides research validating that, “low student to counselor ratios, especially in high-poverty schools produces better outcomes for students such as improved attendance, fewer disciplinary incidents and higher graduation rates.” While all students benefit from low students to staff ratios stakeholder input indicates that this level of support is essential to the success of our unduplicated student groups. Our program is based on the development, implementation and monitoring of an Individual Learning Plan. A low student to staff ratio is a critical component in the success of that process.

Instructions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 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 . |

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pathways Charter Academy

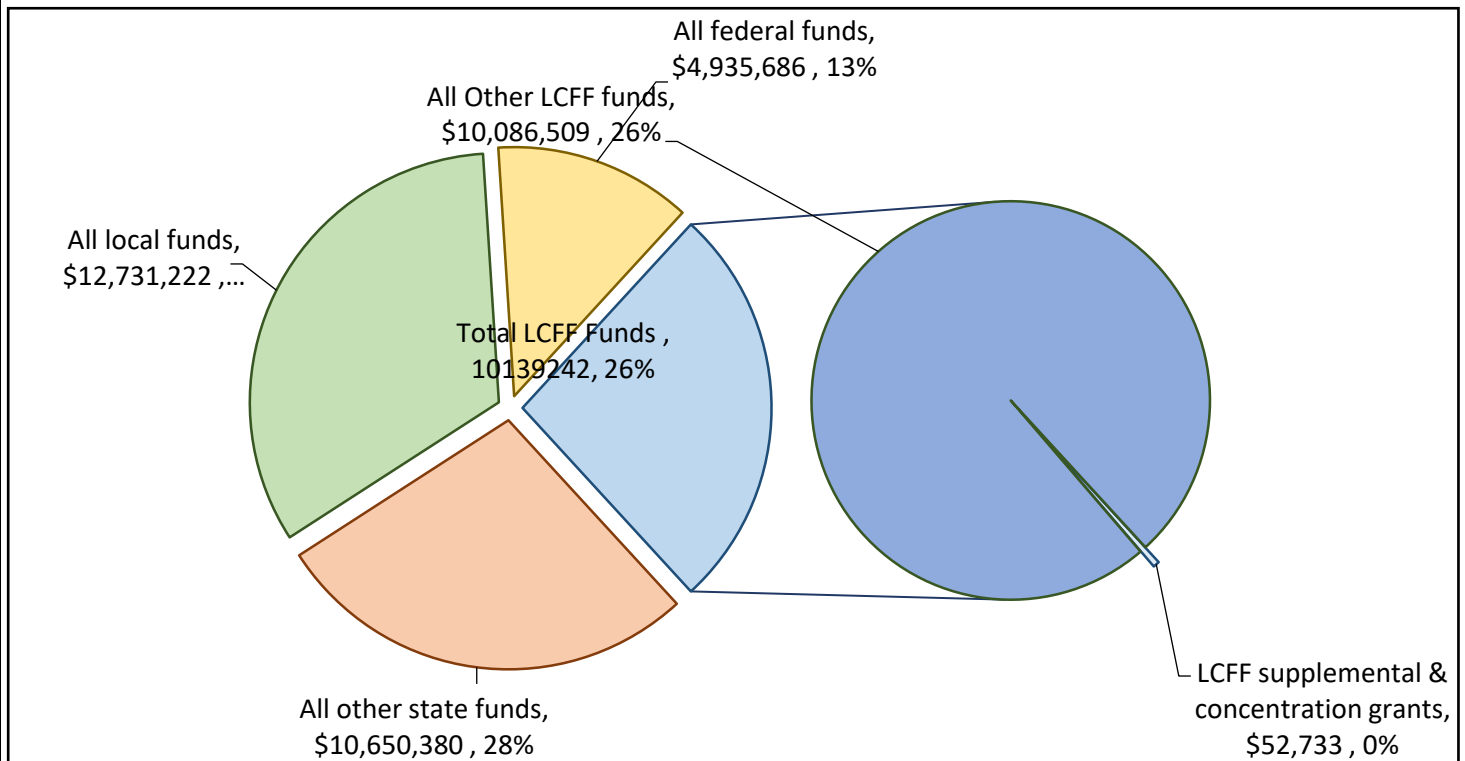
CDS Code: 51 10512 0140152

School Year: 2021 – 22

LEA contact information: Brian Gault

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

Budget Overview for the 2021 – 22 School Year

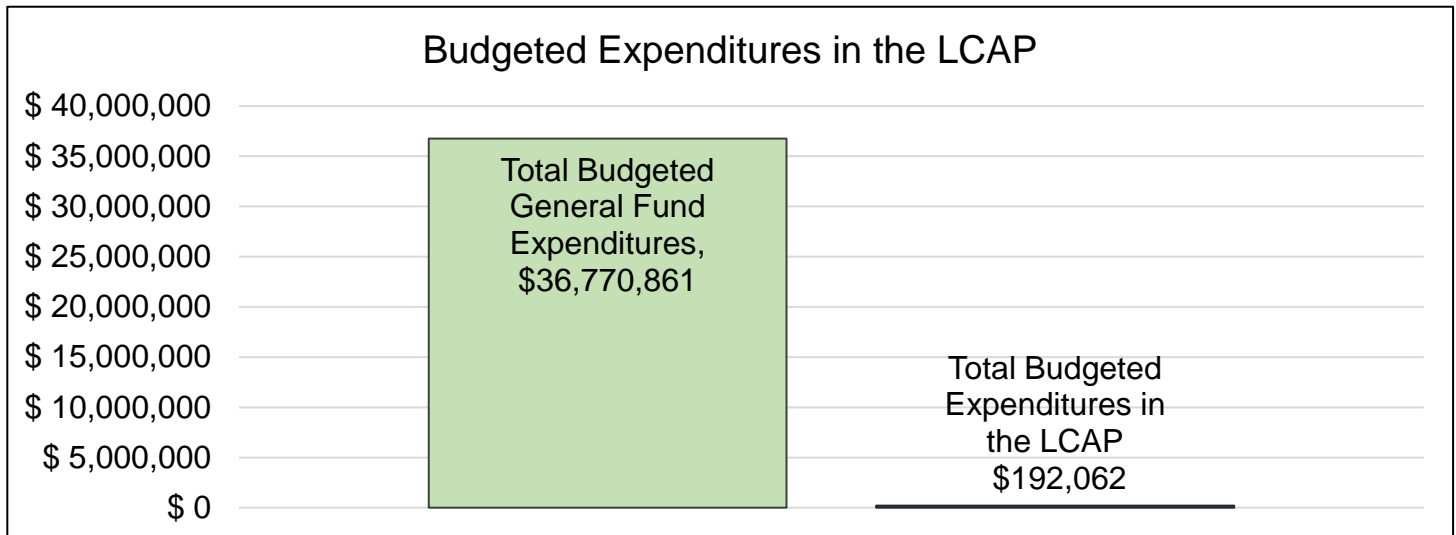


This chart shows the total general purpose revenue Pathways Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Pathways Charter Academy is \$38,456,530.00, of which \$10,139,242.00 is Local Control Funding Formula (LCFF), \$10,650,380.00 is other state funds, \$12,731,222.00 is local funds, and \$4,935,686.00 is federal funds. Of the \$10,139,242.00 in LCFF Funds, \$52,733.00 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 Pathways Charter Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pathways Charter Academy plans to spend \$36,770,861.00 for the 2021 – 22 school year. Of that amount, \$192,062.00 is tied to actions/services in the LCAP and \$36,578,799.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

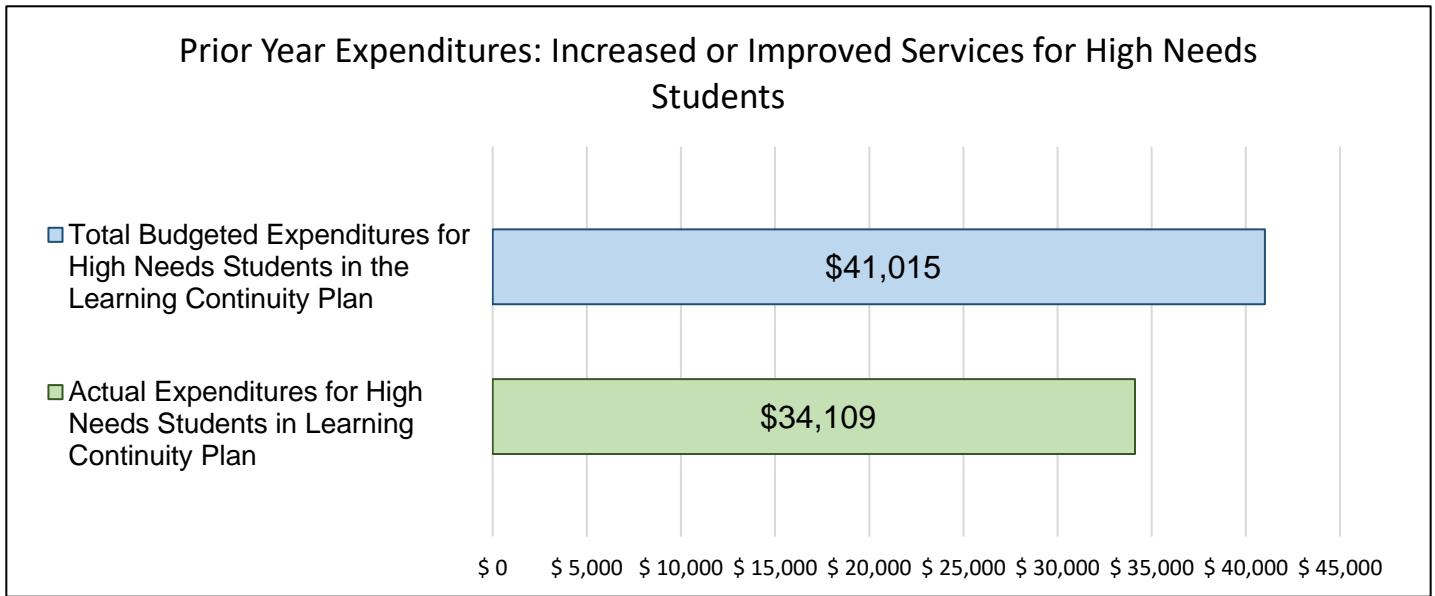
The General Fund operating expenses of the Sutter County Office of Education that are not included in the LCAP include base level school staffing costs as well as support services beyond the school and students, fiscal services and administration of non-student related programs, contracted services such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

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

In 2021 – 22, Pathways Charter Academy is projecting it will receive \$52,733.00 based on the enrollment of foster youth, English learner, and low-income students. Pathways Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Pathways Charter Academy plans to spend \$158,284.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Pathways Charter Academy's Learning Continuity Plan budgeted \$41,015.00 for planned actions to increase or improve services for high needs students. Pathways Charter Academy actually spent \$34,109.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$6,906.00 had the following impact on Pathways Charter Academy's ability to increase or improve services for high needs students:

The total expenditures for actions and services to increase or improve services for high needs students in 20-21 was less due to the length of time to recruit and hire a counselor. The counselor was not in place until mid-year, while budgeted cost were for the whole year. We were able to provide crisis counseling through partnerships from the community and Feather River Academy. No identified student needs went unmet. The counseling services mid-year on showed improvements in student engagement.

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 166,934 | \$ 25,128 | \$ - | \$ - | 192,062 | \$ 165,914 | \$ 26,148 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|------------------------------|------------------|------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | Staffing | All | \$ 85,791 | \$ - | \$ - | \$ - | \$ 85,791 |
| 1 | 2 | Supplemental Materials | All | \$ 800 | \$ - | \$ - | \$ - | \$ 800 |
| 1 | 3 | Edgenuity | All | \$ 14,875 | \$ - | \$ - | \$ - | \$ 14,875 |
| 1 | 4 | Ensuring Broad Course Access | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 1 | 5 | ROP /CTE | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 | 1 | Collaboration | All | \$ 1,000 | \$ - | \$ - | \$ - | \$ 1,000 |
| 2 | 2 | Professional Learning | All | \$ 18,903 | \$ - | \$ - | \$ - | \$ 18,903 |
| 2 | 3 | Classified Support | All | \$ - | \$ 25,128 | \$ - | \$ - | \$ 25,128 |
| 2 | 4 | Tutoring | All | \$ 750 | \$ - | \$ - | \$ - | \$ 750 |
| 2 | 5 | EL Professional Learning | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3 | 1 | Attendance and Outreach | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3 | 2 | Transportation | All | \$ 1,000 | \$ - | \$ - | \$ - | \$ 1,000 |
| 3 | 3 | Counseling Services | All | \$ 36,315 | \$ - | \$ - | \$ - | \$ 36,315 |
| 3 | 4 | PBIS Implementation | All | \$ 7,500 | \$ - | \$ - | \$ - | \$ 7,500 |

Contributing Expenditure Table

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|-------------|
| Total: | \$ 133,156 | \$ 158,284 |
| LEA-wide Total: | \$ - | \$ - |
| Limited Total: | \$ - | \$ - |
| Schoolwide Total: | \$ 133,156 | \$ 158,284 |

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|------------------------------|------------|--|----------|------------|-------------|
| 1 | 1 | Staffing | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 85,791 | \$ 85,791 |
| 1 | 2 | Supplemental Materials | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 800 | \$ 800 |
| 1 | 3 | Edgenuity | Schoolwide | All Students | LEA-Wide | \$ 14,875 | \$ 14,875 |
| 1 | 4 | Ensuring Broad Course Access | Schoolwide | All Students | LEA-Wide | \$ - | \$ - |
| 1 | 5 | ROP /CTE | Schoolwide | All Students | LEA-Wide | \$ - | \$ - |
| 2 | 1 | Collaboration | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 1,000 | \$ 1,000 |
| 2 | 2 | Professional Learning | Schoolwide | All Students | LEA-Wide | \$ 18,903 | \$ 18,903 |
| 2 | 3 | Classified Support | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ - | \$ 25,128 |
| 2 | 4 | Tutoring | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 750 | \$ 750 |
| 2 | 5 | EL Professional Learning | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ - | \$ - |
| 3 | 1 | Attendance and Outreach | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ - | \$ - |
| 3 | 2 | Transportation | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 1,000 | \$ 1,000 |
| 3 | 3 | Counseling Services | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 36,315 | \$ 36,315 |
| 3 | 4 | PBIS Implementation | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | \$ 7,500 | \$ 7,500 |
| 3 | 5 | Parent Outreach | Schoolwide | Low-income, English learners, Homeless, Foster Youth | LEA-Wide | | \$ - |

Agenda Item No. 13.0

BOARD AGENDA ITEM: Adoption of Sutter County Superintendent of Schools'
2021-2022 Budget

BOARD MEETING DATE: June 23, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

✓ Action

Nic Hoogeveen

 Reports/Presentation

SUBMITTED BY:

 Information

Nic Hoogeveen

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Nic Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The 2021-2022 Superintendent of Schools' Budget will be presented for adoption.

The 2021-2022 Budget was included in the June 16, 2021, Sutter County Board of Education Board packet and is on the Sutter County Superintendent of Schools' website.