

LCFF Budget Overview for Parents

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

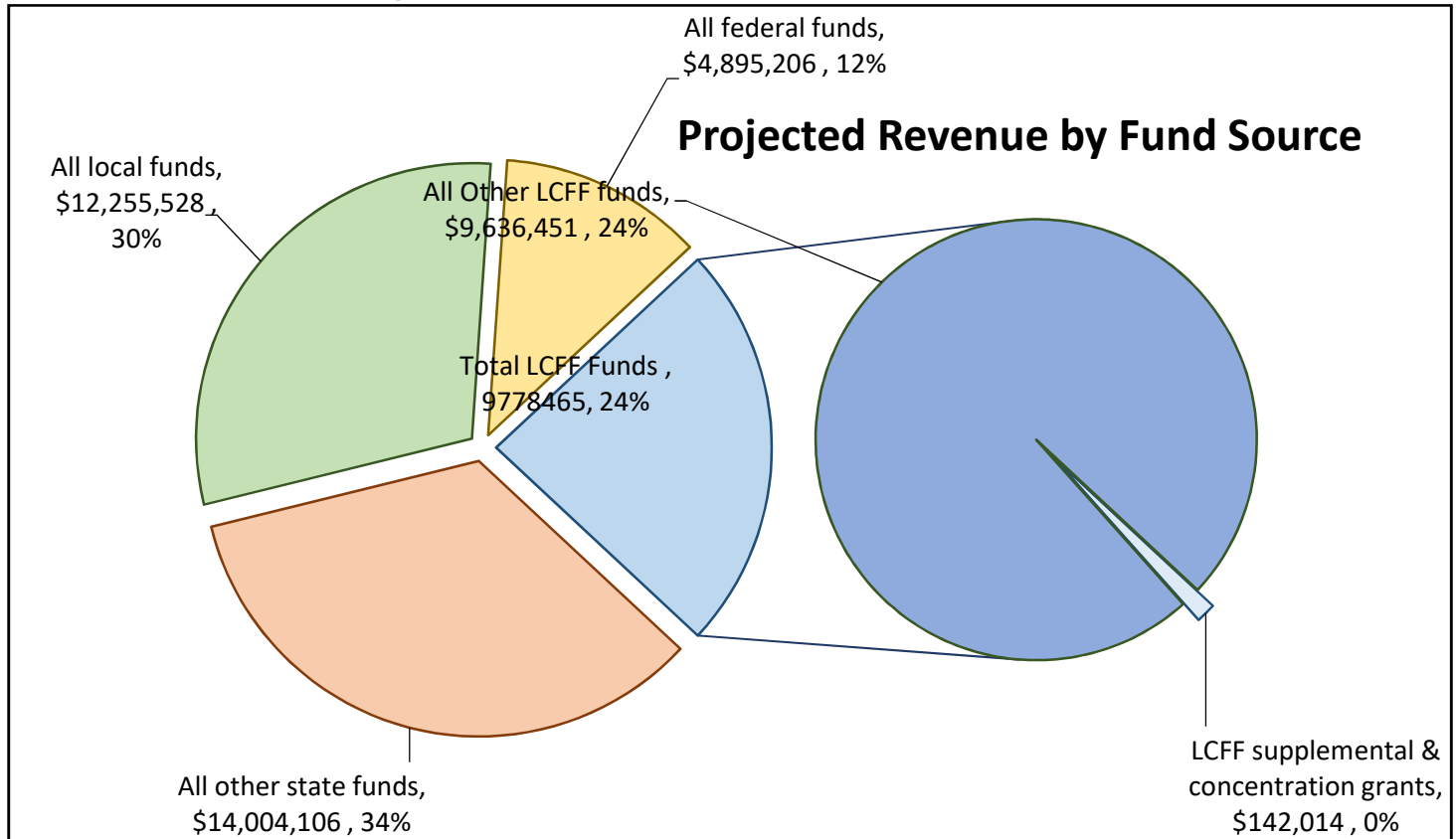
CDS Code: 51-10512-0000000

School Year: 2022 – 23

LEA contact information: Brian Gault, BrianG@sutter.k12.ca.us

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 2022 – 23 School Year

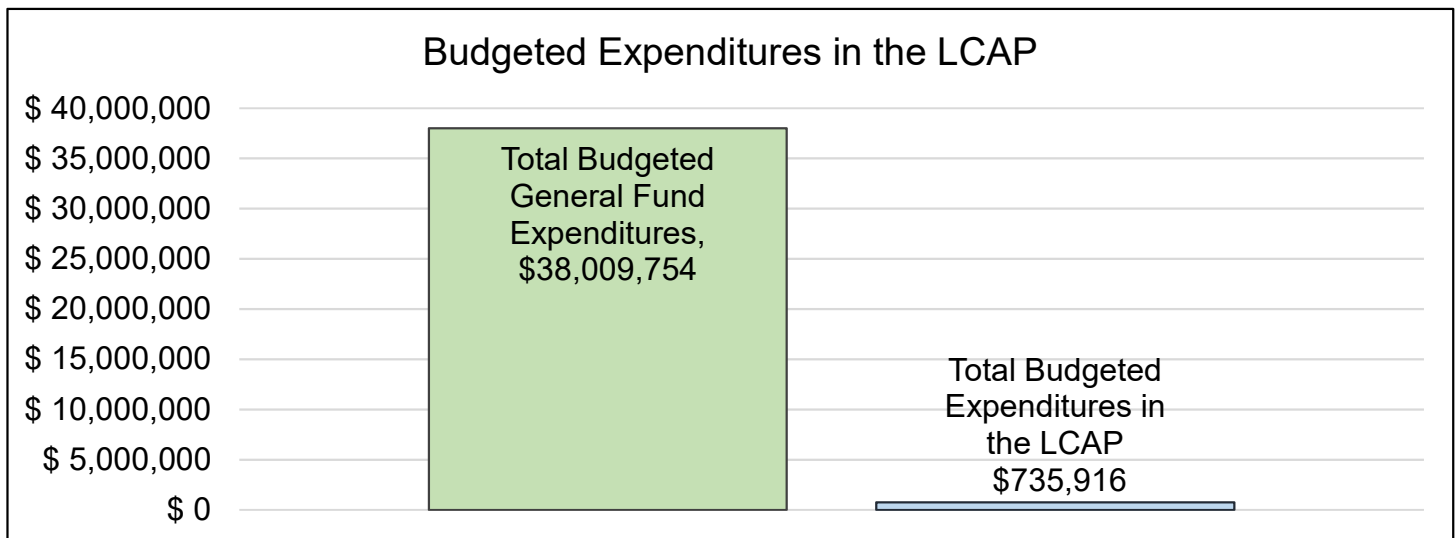


This chart shows the total general purpose revenue Sutter County Superintendent of Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sutter County Superintendent of Schools is \$40,933,305.00, of which \$9,778,465.00 is Local Control Funding Formula (LCFF), \$14,004,106.00 is other state funds, \$12,255,528.00 is local funds, and \$4,895,206.00 is federal funds. Of the \$9,778,465.00 in LCFF Funds, \$142,014.00 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 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sutter County Superintendent of Schools plans to spend \$38,009,754.00 for the 2022 – 23 school year. Of that amount, \$735,916.00 is tied to actions/services in the LCAP and \$37,273,838.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

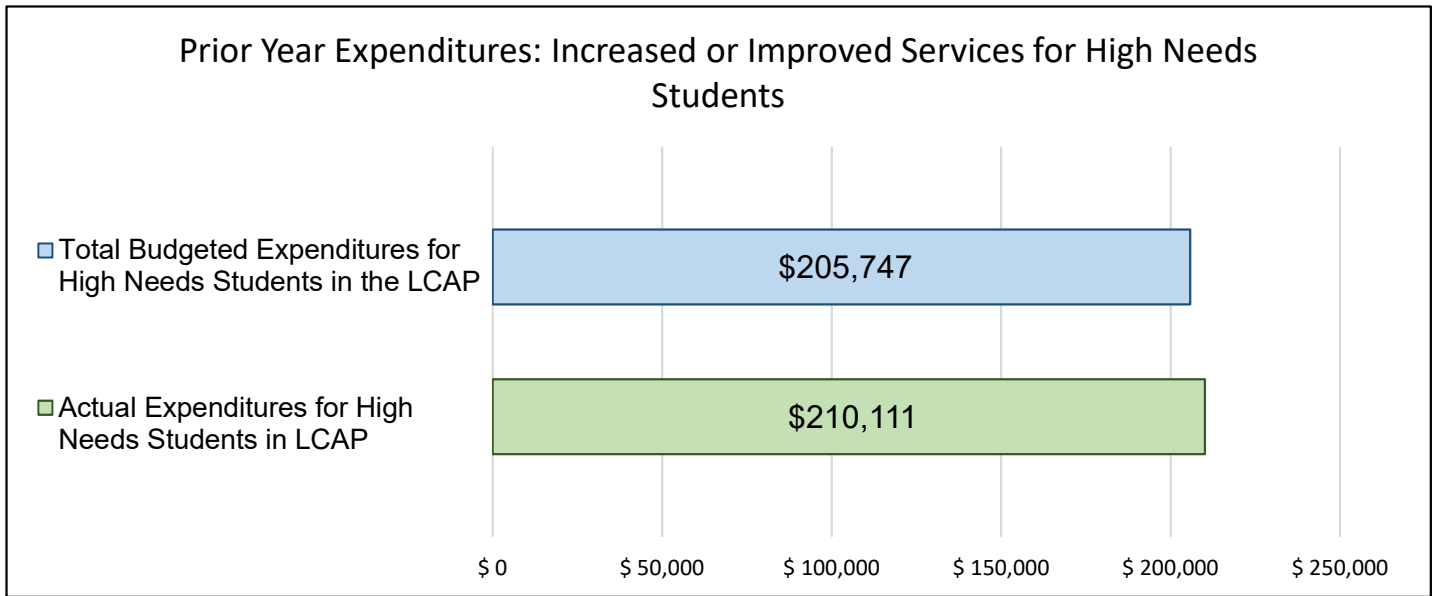
The General Fund operating expenses of the Sutter County Office of Education that are not included in the LCAP include base level school staffing costs as well as support services beyond the school and students, fiscal services and administration of non-student related programs, contracted services such 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 2022 – 23 School Year

In 2022 – 23, Sutter County Superintendent of Schools is projecting it will receive \$142,014.00 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 \$275,671.00 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 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Sutter County Superintendent of Schools's LCAP budgeted \$205,747.00 for planned actions to increase or improve services for high needs students. Sutter County Superintendent of Schools actually spent \$210,111.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter County Superintendent of Schools	Brian Gault- Assistant Superintendent	briang@sutter.k12.ca.us (530)822-2947

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

When the 21-22 LCAP was approved all funds included through the Budget Act of 2021 were included. Educational partner engagement is described in the Stakeholder Engagement section on pages 58-62 of the 21-22 LCAP which is linked below.

[SCSOS 21-22 LCAP](#)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

SCSOS did not receive concentration grant add-on therefore this prompt does not apply.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

SCSOS makes every effort to engage all educational partners in the development of plans for expenditures of the one-time federal funds. Educational partners are engaged through a combination of surveys, in-person meetings including staff meetings, Site Council or Parent Advisory Committee meetings, publishing draft plans on the website for public input and opportunities for public input at regularly scheduled Board Meetings. In development of the ESSER III Expenditure Plan, additional input sessions were held, through Zoom, with advocates representing the interests of low income families, foster students, and students with disabilities. The

process and summary of input can be found in the Community Engagement section on pages 2-5 of the ESSER III Expenditure Plan linked here.

[ESSER III Expenditure Plan](#)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

With the exception of the improvements to ventilation at FRA, SCSOS and Shady Creek and the purchase of curriculum for use with K-5 AB130 independent study students, all other actions are scheduled and on track to take place starting in 22/23 and run through 23/24.

At this time, we are still attempting to retain an HVAC engineer for Shady Creek. Our Facilities and Operations department has been attempting to initiate design since September. Two different attempts so far with no responses. A timeline on this project is very difficult to estimate at this time.

The Klamath Lane building and Feather River Academy HVAC systems are scheduled to be assessed, prioritized by condition, and cost engineered in January.

The Accelus curriculum was purchased and has been implemented with two K-5 students whose family elected to enroll in our AB130 independent study for the Fall semester of the 21/22 school year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Sutter County Superintendent of Schools office is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by ensuring all funding are braided to achieve the goals established within our 21-22 LCAP. By identifying and prioritizing students’ academic and social emotional needs, we are able to address immediate needs as well as create and fund a long term coordinated plan to best meet the needs of the district, staff, students, and community. The Expanded Learning Grant funds are primarily budgeted towards expanding instructional time by offering extended and expanded summer school and robust supplemental supports for both academics and social emotional needs during the regular school day. These include tutoring and accelerating progress through learning supports by providing targeted intervention during non-core times during the school day. ESSER funds are primarily budgeted to ensure safe facilities and adequate staffing to bring students back on campus and provide in person instruction to the greatest extent allowed under health and safety guidelines. ESSER funds will also be used to extend the most successful of these services into 2022/23 and 2023/24 school years

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 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	Brian Gault Assistant Superintendent, Educational Services	BrianG@sutter.k12.ca.us 530-822-2947

Plan Summary 2022-23

General Information

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

Feather River Academy (FRA), fully Accredited by the Schools Commission of the Western Association of Schools and Colleges, is a County Community School established by the Sutter County Superintendent of Schools to provide specialized education services for students who require an alternative education program. Feather River Academy is housed on a campus next door to the Sutter County Superintendent of Schools Office. FRA is an innovative alternative education program offering individualized educational options in a safe, challenging, and need-fulfilling environment. Students are encouraged to acknowledge responsibility in both the local and global community. Students prepare for a successful quality life according to their individual needs. Students in grades 7 –12 who are at risk of being expelled, have been expelled, are referred by courts, probation or parents who have requested a voluntary transfer are served by Feather River Academy. FRA offers short-term Independent Study for students who demonstrate a high degree of independence and prefer a self-guided program under the guidance of a credentialed teacher. Independent study is an alternative to classroom instruction for at-risk youth and is consistent with the county office's course of study and not an alternative curriculum. Feather River Academy strives to provide individual students with a choice of ways to acquire the values, skills and knowledge for success in the school setting. Upon enrollment at FRA, students and families engage in a robust planning and goal setting process that culminates in the establishment of an Individualized Learning and Success Plan. Progress on this plan is monitored closely by teachers, counselors and the students themselves. All programs work closely with students and parents to provide a focused instructional program with a goal of students returning back to their home school within 2 semesters or graduating from FRA. This year enrollment at FRA fluctuates during the school year between 30 and 45 students. According to the Fall 2021 Dashboard 94% of students are socioeconomically disadvantaged, 0% are Foster Youth and 10.2% are English learners. On average there are 1-2 English learners who may or may not be enrolled at the time of testing, which makes tracking data specific to English language proficiency challenging, while meeting student privacy requirements. Data collected is not always truly reflective or informative due to the small sample size of participants, especially in subgroups. Due to the number of English learners, metrics for Reclassification (4F) and Progress towards English Proficiency (4E) are not reported. Additionally, students who enroll in FRA are typically not prepared for the rigor of AP courses however, if needed AP course work can be accessed for students who demonstrate need but it is not a standard part of the program. Metrics for the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (4B) and the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (4H). Additionally, metrics are not

reported for percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education standards and frameworks (4C) or the percentage of students who have successfully completed both types of courses described in 4B and 4C (4D)

FRA doesn't expel pupils so there are no metrics to address pupil expulsion rate 6B. Over the past several years, enrollment declined significantly and students that were referred, require a much higher level of support. To provide this support and to meet the increasing needs of our students, FRA continues to ensure small class sizes by funding 1 additional FTE above and beyond standard staffing ratios. 1 FTE counselor is provided despite the low enrollment to ensure more academic and social emotional support for students in the 2022/23 school year. Student and staff feedback indicates a positive impact from the increased number of adults on campus including administration (1), teachers (4), instructional aides (3), counselors (1), Support Specialist (.4), Attendance and Outreach (1), Probation (1), Office Staff (2) support. These related actions will continue in the 22-23 LCAP actions and services. Dashboard data reflected throughout the plan was published in 2021 and is reflective of the 2020-21 school year. It should be noted on the Dashboard, only status and change data is displayed when subgroups are between 11 and 29 students and data is not displayed for subgroups with less than 11 students. This is the case for many of the indicators on the FRA Dashboard. Also, the Fall 2021 Dashboard only reported on Graduation Rate and College/Career measures. Therefore, much of the data shared is locally collected.

Reflections: Successes

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

Because there was no Dashboard in the Fall of 2020 and Fall 2021 only included additional reports for Graduation and the College and Career Indicator, the most recent comprehensive Dashboard was from Fall 2019. Therefore in order to best meet the needs of FRA's student population, local data was collected and the following represent indicators of success that are supported through actions and services throughout the 2022-23 LCAP.

On Local Indicator Reflection Tool for Priority 2, Question 1 - FRA staff indicated progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks has improved from 2 (beginning development) in 2021 to 3 (Initial Implementation) in 2022 for ELA, ELD, Science and History Social Science. Staff attribute this to the collaboration time made available (Goal 2, Action 1). Collaboration time is prioritized in 22/23.

Also in Priority 2, question 4 - Staff indicated progress in the implementation of state standards in the area of CTE (4 to 5), Health (2 to 3) and PE (1 to 3) opportunities. Growth was attributed to the strengthening the partnership between SCSOS ROP/Department, support for implementation of the Health Framework through SCSOS sponsored CoPs and an allocation of resources to develop a weight room and provide staff to instruct. These relationships will continue in 22/23.

The last suspension rate recorded on the Dashboard in Fall 2019 showed 31.7% of students suspended at least once during the school year. During the 2019-20 year the rate dropped to 17% then to 1% in 2020-21. The low rates in 19/20 and 20/21 are attributed to students

spending a significant part of the school year on distance learning. The success is that in 2021-22, suspension declined from the last comparable data in 2019 from 31.7% to 27% even with increasing enrollment (expelled youth) and as students returned to in-person learning. To maintain this success, we will continue PBIS implementation, high adult to student ratio with focus on addressing the diverse social and emotional needs of students.

Attendance rates increased from 57% in 2020/21 to 76% in 2021/22. In order to maintain improved attendance rates, transportation and dedicated staff time to perform attendance and outreach duties will continue as it was shown to be successful in 21/22.

There was a significant increase in the number and percentage of students that participated in VAPA, PE, and Health courses. Specifically, participation rates of unduplicated students and students with exceptional needs grew at a higher rate than all students. Because of these increases, efforts will continue to enroll and expand opportunities for all students to offer a broad course of study.

Parent Participation rates in school surveys grew from 0% participation to 40%. Parent input in programs is essential to the success of students. Increased outreach efforts will continue to grow that rate even more.

In general, the 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.

STAR ELA data indicates that reading continues to be a major concern for students at FRA. Many students shared that they are not putting in much effort in the STAR assessments this year. This is confirmed in observations by staff as the students complete the assessment. Students scored in the following percentiles for end of year STAR ELA assessments:

Reading	2020-21	2021-22
Below the 25th percentile	80%	91%

Between the 25th and 49th percentile	17%	9%
Between the 50th and 74th percentile	3%	0%
75th and above percentile	0%	0%

STAR Math data indicates that math continues to be a major concern for students at FRA. The results of the reading assessments may be connected to the low math scores. Many students shared that they are not putting in much effort in the STAR assessments this year. This is confirmed in observations by staff as the students complete the assessment.

Students scored in the following percentiles for end of year STAR Math assessments:

Math	2020-21	2021-22
Below the 25th percentile	63%	91%
Between the 25th and 49th percentile	20%	6%
Between the 50th and 74th percentile	17%	3%
75th and above percentile	0%	0%

Steps taken during the 2021-22 school year to address the academic needs identified above involve increasing staff and strengthening the systems of support. Specifically we will continue to provide an increased number of paraprofessionals available to provide supplemental support for small groups or individuals. The supports are focused on academics, but can also be social-emotional supports in encouraging students to problem solve, advocate for self, and learn to respond appropriately in stressful situations. In addition, actions are being modified or added to include professional development and coaching related to blended learning delivery models and project based learning opportunities. Collaboration time is being prioritized in order to allow staff the time to evaluate student work and use data to drive instruction.

Responses to the 2021-22 Panorama Survey indicate students several areas of need that will be addressed through goals, actions and services in the 2022-23 LCAP.

School safety - Only 54% of students reported feeling safe at school, which is a decline from the previous year at 85%. It was interesting that parents and staff both rated feelings of school safety higher at 80% for parents and 86% for staff. To address this issue we will continue with PBIS implementation. In addition, we will be adding security staff to provide proactive supervision during non-instructional time. We will use MTSS to become more targeted in our counseling supports. In addition, we will be adding a campus supervisor who will monitor students during non-instructional time and provide a safe environment for students.

The High School Dropout and Graduation rate both declined. In 20-21 there were 6 students that dropped out of high school and in 21-22 there are 10. The graduation rate on the Fall 2019 Dashboard was 68.8% and declined in 2021 to 26.3%. In order to address these declines, we will increase counseling support and individual learning plans will be more closely monitored, targeting 12th grade students.

LCAP Highlights

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

Working with educational partners Feather River Academy developed this LCAP to support all students. Taking into consideration input from educational partners, 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 an environment that supports students in establishing individualized goals and support to meet those goals in order to be College and Career Ready.

Goals 2 - Sutter County Superintendent of Schools/Feather River Academy will develop individual learning plans based on academic assessment data. Student outcomes will be improved and maximized through increased targeted professional development as well providing supplemental support and services.

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 multiple learning opportunities in hand-on learning and curriculum, as well as the Edgenuity platform to provide students with enriching learning experiences. A focus on staff development in PBIS and PLC processes that helps to address both academic and SEL professional learning opportunities. This professional learning helps provide more capacity that will allow staff to meet the diverse, and growing 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.

Feather River Academy

Support for Identified Schools

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

Sutter County Superintendent of Schools (SCSOS) has established a CSI team to support the development and implementation of improvement plans related to the indicators qualifying the school for comprehensive support. Sutter County Superintendent of Schools staff providing the support to the school include; Assistant Superintendent for Educational Services, Director of Curriculum, Instruction and Accountability, Coordinator of Student Support and Outreach, Assistant Superintendent of Special Education, MTSS/SEL Coordinator and our Program Analyst. This same team also works with Placer County Office of Education and CDE for Differentiated Assistance (DA). As a COE qualifying for CSI in DA, we qualified based on Dashboard Data generated from students enrolled at Feather River Academy (our County Community School). Feather River Academy qualified for CSI based on the 2019 Dashboard. 2020/2021 and 2021/2022 data was strongly influenced by the pandemic and multiple transitions between in-person and distance learning. With a full understanding of that, the CSI Team uses a variety of evidence-based tools and strategies (Improvement Science) to implement actions, monitor effectiveness and adjust actions that will address indicators of low performance. The Differentiated Assistance planning and support process for improvement which 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 has been a useful tool for CSI as well. Other tools used to support the development of the CSI Plan include; the Problem Statement Tool, the Fishbone Diagram to identify root causes, the completion of the LEA Self-Assessment, the completion of a variety of Process Maps, the development of an Aim Statement, Driver Diagram and implementation of Plan-Do-Study-Act (PDSA) cycles.

In order to gather and consider a variety of stakeholder perspectives and opinions in the development of the CSI Plan, SCSOS staff engaged with 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.

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, “The majority of students in our County Community School have not experienced success or belonging in a traditional setting. Many have extremely high ACE indicators. They have developed advanced avoidance tactics including school avoidance, acting out, sabotaging relationships and work avoidance.”

The data quest and local data showed that attendance, engagement and behavior continue to be 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 recent WASC 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 LEA Self-Assessment and WASC visitation report helped to identify the fact that FRA had non-existent or weak academic data systems or practices. Local and state data indicate serious academic deficiencies or gaps in learning for the majority of students at FRA. 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. Staff will engage in ongoing PD related increasing academic engagement and increasing rigor through Blended Learning delivery and more Project-based Learning opportunities.

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

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

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

Monitoring and Evaluating Effectiveness

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

The CSI/DA Team including site staff, COE and technical assistance providers (PCOE team) will continue to meet on a bi-monthly basis through 2022-23. In addition the local CSI team will meet monthly. Plan Do Study Act (PDSA) cycles will be used to monitor expected outcomes and make adjustments to implementation as needed. Attendance is being tracked closely using a data driven system developed by the team through the DA process (Data Collection- Attendance Data from Aeries and Attendance & Outreach Coordinator records). Academic achievement is being tracked closely using local data including Fall and Spring STAR Reading and Math assessments as well as engagement and mastery data from Edgenuity/MyPath, which is all embedded in the PLC system. Agendas and artifacts from PLC meetings are reviewed 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 Fall and Spring Panorama Surveys and bi-annual California Healthy Kids Surveys)

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

Engaging Educational Partners

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

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

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

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

Spring 2022 - One-on-one empathy surveys in May 2022

3/2/22 and 3/9/2022 - Mid-year update data and discussion

4/20/22 - Complete Local Indicator Self-Reflection Tools (Priority 2 and 7)

3/2/22, 3/9/22, 4/6/22, 4/20/22 -Staff Meeting w/ LCAP/WASC Dates

5/17/2022 - Complete Local Indicator Self-Reflection Tools (Priority 3)

Students:

May 2022 - Leadership Class Interview

Fall 2021 and Spring 2022 - Panorama Surveys were administered

Parents:

Spring 2022 - 3/10/22 - Parent Meeting to review Mid Year LCAP Infographic chart

Spring 2022 - Panorama Survey was provided to parents through a flier with a QR link.

SELPA: May 9, 2022

Parent Advisory Committee:

March 10, 2022- Midyear Update and Evaluation of 21/22 Metrics, Goals and Actions for development of the 22/23 LCAP

May 23, 2022- Review of 21/22 Goal Analysis and proposed Goals, Actions and expenditures for 22/23

June 14, 2022 - Final PAC to review final LCAP

ELAC/DELAC

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

SCSOS Board

September 8, 2021- Non-material revisions to 21/22 LCAP

February 9, 2022 - Mid-Year Status Update to the Board

June 15, 2022 - Public Hearing

June 22, 2022 - Board Approval

A summary of the feedback provided by specific educational partners.

Certificated and Classified Staff- FRA staff feels that their input is being asked for and heard and the overall consensus is that the current plan is moving overall in the right direction. All staff celebrate the learning opportunities being offered at FRA such as CTE courses, counseling supports, para support, project based learning, professional development opportunities and county office support. Overall, staff feels very connected to students and feel that most are excelling and making progress. Staff agrees with, and supports, the overall county office goals for students and staff at FRA. Staff supports the current plans for meeting the educational needs of students. Some of the data gathered indicates that more learning opportunities that meet students where they are at are needed.

Empathy Interview (Certificated and Classified Staff):

The empathy interviews provided insight and understanding about staff perceptions of the impact instructional aides have had on implementation of the recovery strategies listed above.

Parents:

Supportive of continuing Goal 1- Actions 1, 2 and 7 were specifically called out. Overall Goal 1 is helping to create an environment where students can experience success in a school setting, many for the first time.

Value the career exploration, classes and connections with vocational preparation

The ILP Process is important and helpful. Goal setting and tracking works for our kids.

The staffing ratio is critical. Students have high needs and require immediate attention frequently.

Goal 2- Actions 3 and 5 were identified individually. Overall the services provided; transportation, instructional aides, counselors and PBIS (including the incentives) are valued by members of the PAC.

Summer School in 2021 (field trips, counselors, aides) was called out as positive and successful.

Designated ELD was identified as an improvement in 21/22.

PAC suggests/recommends: Expanding the Project Based Learning opportunities; purposeful promotion of Career Pathways; Offering Health Education and specifically the Growth, Development and Sexual Health Units

Students -

-The number of adults on campus (office staff, instructional aides, teachers, counselors, probation, SSO specialist, admin, attendance & outreach) are necessary in several ways: always an adult to talk to, academic help readily available, personal problem solving or crisis management is accessible, supervision to keep us safe.

-Small class sizes are helpful- the teachers really know us on a personal level and we don't have to wait for help/attention if we are stuck academically. They establish realistic expectations and individualize our assignments, allowing flexibility to work at our own rate.

-The counselors help us with any mental or emotional issues

-The extra curricular activities (food, tie dye, fun friday, white elephant, basketball) are important. They help us get along better and motivate me to go to school.

-The transportation is great. We can get a ride to or from school at any time. Transportation is not a barrier at FRA.

-Edgenuity is working for roughly 50%. Some prefer paper/pencil to avoid distractions that come with having a computer/internet.

-ROP/CTE class motivate me to come to school

-The Media Bus was cool to get visual and performing arts credits (and have fun)

-Would like to see: More sports, field trips, art and keep doing more extracurriculars like dances, halloween activities/etc.

-Should do a better job of advertising and promoting ROP/CTE options

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

Goal 1, Action 2 was developed and has been maintained in response to consistent feedback from all educational partners (Parents, Students and Staff). All partners have identified the need to maintain small class size and high adult to student ratios.

Goal1, Action 7 has been influenced by input from the student and parent groups. Both of those partner groups identified the need to increase the opportunities for students to participate in CTE and ROP courses as a way of engaging students and meeting their educational and post secondary goals.

Goal 2 , Action 2 was also identified as an important maintenance area. As mentioned above, a high adult to student ratio is considered critical to help students who are working to develop persistence, coping skills and a growth mindset.

All actions in Goal 3 were influenced by input received through empathy interviews, surveys and LCAP input sessions with staff and PAC. In each, the need to maintain supports for attendance, transportation and expanded services in the area of Social and Emotional Supports were clearly articulated.

Goals and Actions

Goal

Goal #	Description
1	Sutter County Superintendent of Schools/Feather River Academy will provide an environment that supports students in establishing individualized goals and support to meet those goals in order to be College and Career Ready. Priority 1, 2, and 7

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A - Properly credentialed and appropriately assigned teachers Source: SARC	19-20 SARC 100%	20-21 SARC 100%	N/A	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1B - Student access to standards-aligned instructional materials Source: SARC	19-20 SARC 100%	20-21 SARC 100%	N/A	N/A	100%
Priority 1C - Facilities in Good Repair Source: Facilities Inspection Tool (FIT)	2020 FIT Overall “Good Repair” rating	2021 FIT Overall “Good Repair” rating	N/A	N/A	Maintain “Good Repair” rating
Priority 2A - Implementation of State Academic Standards Source: Local Indicator Tool for Priority 2	Spring 2021 Local Indicator Tool for Priority 2 Professional Learning for Teaching - 2 (Beginning Development) Standards Implementation Health - 2 (Beginning Development) PE - 1 (Exploration and Research Phase) VAPA - 3 (Initial Implementation)	Spring 2022 Local Indicator Tool for Priority 2 Professional Learning for Teaching 3 - (Initial Implementation ELA, ELD, NGSS, HSS) 2 - (Beginning Development Math) Standards Implementation Health - 3 (Initial Implementation) PE - 3 (Initial Implementation) VAPA - 3 (Initial Implementation)	N/A	N/A	Professional Learning for Teaching - 4 (Full Implementation) Standards Implementation Health - 4 (Full Implementation) PE - 4 (Full Implementation) VAPA - 4 (Full Implementation)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2B - EL access to CCSS and ELD Standards Source: STAR	2021 STAR (ELA) 0% of ELs in the 50th percentile or above	2022 STAR (ELA) 0% of ELs in the 50th percentile or above	N/A	N/A	25% of ELs will be in the 50th percentile or above

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	Properly credentialed and appropriately assigned teachers.	\$190,005	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.	\$121,384	Y
3	Curriculum/Standards Implementation	Continue Edgenuity Online Platform Enhanced Professional Learning provided to teachers on the implementation of standards and best practices for teachers in supporting various types of learners, grade levels, and content areas within the same classroom through a blended learning model. Explore Project Based Learning as a supplement to core instruction to support increased engagement.	\$26,500	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 be incentivised to earn credits towards graduation. Explore intramural sports during lunch. Continue weight training course. Create opportunities for students to participate in high-interest VAPA courses related to media arts.	\$0 (cost included in actions 1 and 2)	N
5	Co-Teach Model	SELPA funded Special Education Teacher will co-teach in ELA and Math classes Continue core and Special Education staff having bi-weekly common planning time. CIA PD Coordinator will provide additional coaching support in implementation. Continue book study of <i>Leading the Co-Teaching Dance</i> that was started in 2021-22 Priority 7C	\$0 (cost included in actions 1 and 2)	N

Action #	Title	Description	Total Funds	Contributing
6	ROP/CTE	Increase student enrollment in SCSOS CTE courses through Tri-County ROP. Expand to 9th and 10th grade Continue to administer Virtual Job Shadow to establish career goals	\$0 (cost included as in-kind from ROP)	N

Goal Analysis for 2021-22

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.

All actions were implemented as intended with the exception of Action 3. Action 3 was intended to supplement Edgenuity curriculum by providing hands-on material to target Socioeconomically Disadvantaged and Students with Exceptional Needs who articulated a lack of confidence with computer-based work production. Throughout the school year it became evident that print materials from Edgenuity were available at no cost and other supplemental materials were available on site. Purchases were not necessary as predicted.

Successes-

Based on feedback from our educational partners, the individualized support afforded by the small class size (additional teacher) and the implementation of the co-teaching model allowed our students to transition from distance learning to in-person instruction successfully. While assessment data shows a concerning level of proficiency in both ELA and Math, staff, students and parents articulated the importance of these actions to ensure an end to the learning loss and a stabilization so students can begin to transition from social emotional regulation to academic engagement.

The co-teach model was also successful specific to the students with disabilities. A much higher percentage of students were successful in mainstream classes than in previous years. The Co Teaching book study proved to be a successful foundation for implementing the co-teach model in core classrooms and collaboration time dedicated to Co Teach planning was valuable. The co teaching model has been sufficiently developed to continue implementing in the 22-23 school year across all core content areas.

All students who still required the course as part of their high school graduation requirements participated in Health Education instruction using the new Framework. This Health instruction was supported through staff participation in the Health Framework Community of Practices provided through SCSOS.

Significantly more students were able to participate in weight training in 21/22 and earn PE credits during the school day. Additional equipment was purchased and staff time was reorganized to ensure quality instruction.

ROP/CTE course enrollment increased in the 21/22 school year by expanding the offerings to 9th and 10th grade students. The resulting expansion in the program did increase student enrollment in all ROP/CTE courses available at FRA.

Challenges-

Using the Edgenuity curriculum for in-person instruction was a challenge to some teachers. Math and Science in particular. In response professional development is being planned for 22/23 to implement a blended learning model as a way to increase student engagement and teacher agency with the curriculum.

There is a continuing challenge to attract independent study students to participate in on-site PE offerings as well as ROP/CTE courses.

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

Action 1 - Staffing - Estimated Actual expenditures were more than Budget Expenditures because salaries were projected for a less veteran teacher, but one with more experience was hired and costs were more

Action 4 - Edgenuity - Estimated Actual expenditures were less than Budget Expenditures because the original quote provided for Edgenuity was incorrect and the final invoice came in much lower.

Action 5 - Ensuring Broad Course Access - Estimated Actual expenditures were more than Budget Expenditures because weight room equipment was purchased

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

Actions 1 and 2 were called out as positive and “essential” for the population by several educational partner groups including students and parents. The small pupil to teacher ratio was identified by these groups as important to move beyond behavior management to academic growth. Combining a small classroom setting along with access to a broad course of study, staff were able to provide a more individualized level of support for students academically.

Feedback from the parents, students and staff indicates that the 21/22 action related to ROP/CTE was important and successful but should be expanded on. Enrollment data shows more students enrolled in ROP/CTE than in previous years but students indicated a need to do more follow-up after the Virtual Job Shadow. Providing more information about the various courses available and benefits of participation will be a focus area for the 22-23 school year.

Course access to VAPA, PE and Health for unduplicated students increased significantly as shown in the metric 7A. In 2021/22 VAPA courses were only offered in the Fall through a vendor but plans to integrate into the master schedule for the full year in 22/23. The course and equipment are being developed by current school staff.

Co Teaching occurred on a regular basis for the first time in the 21/22 school year. As a result, student engagement and completion of academic tasks increased based on Edgenuity data.

EL performance on the STAR did not reflect desired performance levels despite increased access to CCSS in ELA and ELD. In 21/22 only four out of five English Learners were assessed using the STAR in reading and those students all scored below the 25th percentile. Staff encourage a continued focus on the support from consultant and local PD coordinators in the area of designated and integrated ELD to ensure success in academic engagement that will transfer to standardized testing in the future.

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.

The description of Goal 1 was updated to be more specific to describe how conditions of learning develop students who are college and/or career ready.

Action 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). **This action is being removed** in 22-23 as related materials were purchased or no longer needed.

Action 4 - Curriculum/Standards Implementation - This became action 1.3 in 22-23 and will include the addition of Blended Learning and Project Based Learning support in order to increase student engagement.

Action 5 - Broad Course Access - This became action 1.4 in 22-23 and will include the addition of a media arts course supporting VAPA

Action 6 - Co-teach - This became action 1.5 in 22-23 and will include additional coaching support from a CIA PD Coordinator.

Action 7 - ROP/CTE - This action will remain but became action 1.6 in 22-23

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

Goal

Goal #	Description
2	<p>Sutter County Superintendent of Schools/Feather River Academy will develop individual learning plans based on academic assessment data. Student outcomes will be improved and maximized through increased targeted professional development as well providing supplemental support and services.</p> <p>Priority 4 and 8</p>

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A - Statewide Assessments Source: Dashboard CAASPP and Dataquest	FRA 2019 Dashboard ELA - 123.2 points below standard Math - less than 11 students 2019 CAASPP ELA- 8.7% Met or Exceeded Math- 4.5% Met or Exceeded	Dashboard for 2020 and 2021 did not include CAASPP data 2021 CAASPP ELA- Less than 11 students tested Math- Less than 11 students tested	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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Collaboration	Weekly collaboration on minimum days for all staff to analyze student needs and data, plan for instruction and intervention using the PLC model	\$73,426	Y
2	Classified Support	Paraprofessionals to provide daily academic and SEL support to targeted students identified through academic data analysis and referrals from SEL screeners	\$121,837	N
3	EL Professional Learning	Support from EL expert Theresa Hancock on support for staff on best practices, standards implementation and Integrated and Designated ELD instruction. Provide staff feedback on teaching practices specific to support EL students across content areas.	\$0	Y

Goal Analysis for 2021-22

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.

Overall actions were implemented as intended with the exception of action 4, the tutoring goal was not implemented due to a lack of student participation. As a result, supports were embedded in the school day and funds were re-allocated towards materials for hands-on project based learning activities.

Successes

Collaboration supported by Solution Tree PD on PLCs was implemented through virtual training via zoom. Through these collaborative meetings, staff created and implemented a school wide reading and writing goal for all students that was cross-curricular. Through the PLC process staff was able to identify essential standards for writing across the curriculum and created a formal writing rubric for all students. Formal assessments tied to this rubric allowed staff to track student growth on essential standards.

Classified Support was instrumental in providing academic and social emotional support as students transition back to in-person instruction. In addition, instructional aides were able provide additional support for academic engagement for individuals and small groups. Empathy interviews with staff indicated that this additional support is critical to the success of our student population.

Staff had the opportunity to work directly with a well known leader in the area of language development to refine both integrated and designated ELD. This work was also successfully supported with coaching from a SCSOS PD Coordinator which resulted in daily target instruction for our English Learners.

Challenges

After school tutoring was planned and budgeted but convincing students to stay after normal school hours or even access tutoring virtually was challenging. This action was abandoned early in the school year after multiple conversations with students, parents and staff.

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

Action 1 - Collaboration - Estimated Actual expenditures were less than Budget Expenditures because substitutes were not needed for additional collaboration time.

Action 2 - Professional Learning - Estimated Actual expenditures were less than Budget Expenditures because the number of full days on the Solution Tree contract was more than needed.

Action 4 - Tutoring - Estimated Actual expenditures were less than Budget Expenditures because students did not take advantage of the opportunity to receive after school tutoring therefore there were no related staffing expenses.

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

Students showed progress on goals established through the Individual Learning Plans (ILP) but failed to meet identified targets on the summative STAR tests in reading and math. FRA staff and other educational partners feel that despite the student performance on the STAR, student progress on individual ILP goals for credit recovery, academic engagement and social-emotional regulation was positive. Collaboration time and professional learning were identified as effective in improving student outcomes. Grades and Edgenuity work completion reports showed a steady increase attributed to targeted instruction planned as a result of collaborative planning using the PLC model.

The action related to classified support was also identified as critical to progress toward this and other goals. Instructional Aides were used to quickly attend to students' social, emotional and academic needs. Student interviews and surveys identified the support of the Instructional Aides as key to their ability to regulate their behaviors and maintain academic focus.

While data showing academic growth of ELs is not available, the establishment of regular designated ELD instruction and a focus on integrated supports was identified as successful by students and staff.

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.

The description of Goal 2 was updated to be more specific to describe what the goal is intended to achieve.

Action 1 - Collaboration - remove the costs associated with providing additional collaboration time for staff. The current schedule has students released early every day and collaboration time is embedded in the regular day.

Action 2 - Professional Learning - **This action is being removed** in 22-23. Did not enter into contract for PLC support with Solution Tree. PLC implementation will continue at the local level without contracted services.

Action 3 - Classified Support - This action will become 2.2 in 22-23. In 22-23 this action will no longer be an increased and improved because staff is funded with other one-time funds.

Action 4 - Tutoring - **This action is being removed** for 22-23 as support will continue during the regular school day since students didn't take advantage of the opportunity in 21-22.

Action 5 - EL Professional Learning - This action will remain but became action 2.3 in 22-23

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

Goal

Goal #	Description
3	Sutter County Superintendent of Schools/Feather River Academy will promote student engagement and a school culture conducive to learning Priority 3, 5, 6 and 9

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A/3B and 3C - Efforts to seek parent input in decision making and promote participation in programs for unduplicated pupils and students with exceptional needs Source: CHKS Survey or Panorama	2021 Survey Participation Rate (CHKS) 0% All parents 0% Unduplicated 0% Exceptional Needs	2022 Survey Participation Rate (Panorama) 40% 15/38 All parents Data not available disaggregated for Unduplicated Students Data not available disaggregated for Students with Exceptional Needs	N/A	N/A	Survey Participation Rate 75% All parents 75% Unduplicated 75% Exceptional Needs
Priority 5A - Attendance Source - P2 Attendance Report	2020-21 53%	2021-22 76%	N/A	N/A	87%
Priority 9- Attendance Rates (expelled youth only) Source:P2 Attendance Report	2020-21 53%	2021-22 76%	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%	FRA 2021 Dashboard - Not reported DataQuest 68%	N/A	N/A	25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5C - Middle School Dropout Rate Source: AERIES	2020-21 0 students	2021-22 0 students	N/A	N/A	Maintain 0 Students
Priority 5D - High School Dropout Rate Source: CALPADS 1.12	2020-21 6 students	2021-22 10 students	N/A	N/A	2 Students
Priority 9 - High School Dropout Rate (expelled youth only) Source: CALPADS	2020-21 5% of Students	2021-22 70% of Students			2% of Students
Priority 5E - High School Rate Source: Graduation Rate Indicator (Dashboard) and/or CALPADS 15.1 or 15.2	FRA 2019 Dashboard - 68.8% Graduated	FRA 2021 Dashboard - 26.3% Graduated	N/A	N/A	75% Graduated
Priority 9 - Graduation Rate (expelled youth only) Source: CALPADS 15.1 or 15.2	2020-21 33%	2021-22 0%	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%	FRA 2021 Dashboard - Not reported 27.14% (CALPADS)	N/A	N/A	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6B - Expulsion Rates Source:CALPADS	Does not apply as students are in a school for expelled youth	Does not apply as students are in a school for expelled youth	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 or Panorama	<p>2020-21 - CHKS</p> <p>Sense of School Safety (Safe of Very Safe)</p> <p>Students - 85%</p> <p>Parents- 0% responded</p> <p>Sense of School connectedness</p> <p>Students - 64%</p> <p>Parents- 0% responded</p> <p>Total School Supports (Pretty Much or Very True)</p> <p>Students- 59%</p> <p>Parents- 0% responded</p>	<p>2021-22 - Panorama Spring 2022 Results</p> <p>Sense of School Safety (Safe of Very Safe)</p> <p>Students - 54%</p> <p>Parents- 80%</p> <p>Staff- 85.7% (Empathy Interview)</p> <p>Sense of School connectedness</p> <p>Students -34%</p> <p>Parents- 53%</p> <p>Staff- 89% (Empathy Interview)</p> <p>Total School Supports (Pretty Much or Very True)</p> <p>Students- 47%</p> <p>Parents-75.5%</p> <p>Staff- 90% (Empathy Interview)</p>	N/A	N/A	<p>Sense of School Safety</p> <p>Students - 95%</p> <p>Parents- 100%</p> <p>Sense of School Connectedness</p> <p>Students - 85%</p> <p>Parents- 85%</p> <p>Total School Supports (Pretty Much or Very True)</p> <p>Students- 80%</p> <p>Parents - 80%</p>

Actions

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	\$85,701	Y
2	Transportation	Address transportation barriers by providing personalized transportation by school staff and/or providing bus passes	\$13,090	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.	\$24,420	Y
4	PBIS Implementation	Continue focus on PBIS through work with SCSOS SEL Coordinator Provide incentives for students to reinforce positive behavior and attendance	\$12,300	Y
5	Parent Liaison	Maintain Parent Liaison/Receptionist to increase communication and inclusion of parents SED and EL parent. Coordinates translation services to ensure all parents have access and receive information.	\$37,084	Y
6	Campus Supervision	Supervise and monitor students during non-instructional class time to ensure appropriate behaviors of students. Patrol school property and assist in the formulation and implementation of proper security methods and procedures.	\$24,196	Y
7	Coordination of Services for Expelled Youth	Meet twice a year at the end of each semester to review implementation of the Expelled Youth Plan and student progress towards readiness to return to district of readiness	\$0	N

Goal Analysis for 2021-22

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

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

The actions in Goal 3 were carried out as designed and produced the best outcomes of all three broad goals. Re-engaging expelled youth students after multiple transitions from virtual to in-person was a challenge but one that the school was prepared to meet. The combinations of actions in this goal helped to create a safe and welcoming environment with adequate resources to remove barriers to attendance. PBIS implementation is foundational to ensuring the positive and supportive environment while personnel worked to ensure that students had transportation, encouragement and accountability to show up and take part. Attendance data shows that

Success:

Counselors provided 358 Individual Counseling Support sessions in Spring 2022 (Check In, Monitoring Progress in Attendance, Classroom, Behavioral Concerns, Risk Assessments). The reasons for referral included: Anger (3), Attendance (8), Behavior (9), Gang Concerns (4), Grief (4), Academic (1), Pregnancy (1), Substance Abuse (2), Mental Health (1) Relationship concern (4), home life (2), Engagement (2). Counselors also participated in 22 Student Care Team Referrals during the 21-22 School Year. 18 of those students were formally served by the Care Team.

A parent liaison/reception was added to the staff in October 2021. This addition of this person increased the number of contact with parents and added to the consistent and positive structures in the front office. This stability helps to ensure that students have a positive start to their day on arrival and that student and parent needs are met in a timely and responsive manner.

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

Action 2 - Transportation - Estimated Actual expenditures were less than Budget Expenditures because the action originally included the purchase of 2 vans and a staff member to transport students to ensure positive attendance. Due to the lack of vans available, there was only 1 purchased. In addition, no driver was hired.

Action 3 - Counseling Services - Estimated Actual expenditures were more than Budget Expenditures because there was no counselor in place for 2 months while we awaited the hiring of an additional staff.

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

Actions related to attendance and outreach and transportation positively impacted attendance rates which increased from 57% in 2020/21 to 76% in 2021/22. Although chronic absenteeism rates are higher than desired, focused efforts will continue to improve both attendance and decrease chronic absenteeism.

Suspension rates have improved since the previous dashboard. PBIS implementation efforts and targeted counseling efforts have proven successful and will continue in 22/23.

Although participation in school climate surveys by parents, students, and staff increased, we realized we were unable to disaggregate the parent survey data by student group. In 22/23, we will ensure this information is collected so we can better target supports and outreach to specific students and student groups.

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.

- Metrics specific to Expelled Youth (attendance rate, high school dropout rate, and graduation rate) have been eliminated. Instead Action 3.7 has been added to describe how the educational services for expelled youth are coordinated with the districts in Sutter County.
- Action 2 - Transportation - the action in 21-22 included the purchase of 2 vans and the hiring of a driver. One van was purchased in 21-22 and it was determined a second was not needed. In addition, no additional driver would be needed. The action will continue to be implemented by providing bus passes and other supports to remove barriers. In addition, the action includes costs associated with van upkeep.
- Action 4 - PBIS Implementation - the contract with PCOE will not take place in 22-23. However, the SCSOS SEL Coordinator will provide ongoing implementation support.
- Action 5 - Parent Lisaon - the action will remain but due to need, will increase from 3.75 hrs/day to 6 hours/day.
- Action 6 - This action will be added in 22-23 in order to address staff and students' concern for safety on the Spring Panorama survey.

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

Goal

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

An explanation of why the LEA has developed this goal.

SCSOS continually advocates for increased services to support the unique needs of foster youth as a priority population in Sutter County. The actions and metrics in 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 the standardized identification and

tracking of foster youth. Increasing identification and tracking of foster youth allows FYSCP staff to make informed decisions to advocate and support the educational success of foster youth. Additionally, the Foster Focus Database increases interagency communication and collaboration between educational partners and CWS/ Probation staff that will streamline services and support for foster youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of professional development opportunities provided to LEAs and Community partners Source: Agendas/sign-in sheets	2020-21 1 per year	2021-22 1 S4 Training - Spring 2022	N/A	N/A	5 per year
# of Child Family Team (CFT) meetings attended by FYSCP staff Source: Foster Focus	2020-21 10 attendance at CFT meetings	2021-22 27 CFT Meetings	N/A	N/A	50 attendance at meetings

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coordination of Services	Host quarterly Executive Advisory Council (EAC) meetings Host monthly AB 2083 Interagency Leadership Team Meetings Host Bi-weekly SuperFAST meetings for interagency placements	\$5,973	N
2	Professional Development	Contract with S4 to build the FYSCP staff capacity to provide professional development to LEAs and community partners Ongoing Foster Focus Training for CWS and identified staff from LEAs	Included in Action 1	N

Action #	Title	Description	Total Funds	Contributing
3	Educational Case Management	SSO Support specialists will attend CFT meetings in order to provide educational advocacy, placement guidance, serve as the liaison to the schools, and assist in removing other identified educational barriers	Included in Action 1	N
4	Monitoring Student Outcomes	Establish data sharing MOU with all LEAs Establish district links with Foster Focus for the two large districts	Included in Action 1	N

Goal Analysis for 2021-22

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.

Sutter County FYSCP made significant progress in our goal and planned actions. For the Coordination of Services, we were able to host or attend all planned meetings which allowed for increased communication amongst collaborative partners and have solution-oriented discussions. We also made required updates to the AB 2083 MOU this school year. We successfully trained and on-boarded CWS and Probation staff to Foster Focus. Our FYSCP staff participated in PDSA cycles with our Curriculum, Instruction and Accountability (CIA) to support their capacity of presenting Professional Development. Additionally, S4 created a Handbook for program guidance for FYSCP staff as well as provided Professional Learning to both existing and new staff in order to support the onboarding and capacity of FYSCP staff to build confidence in training for CWS and LEA staff. Our LEA was not able to successfully establish a data sharing MOU or establish district links although both larger districts are still interested.

Challenges include staffing both internally and with our collaborative partners. We had an FYSCP staff member resign in November and the position remained unfilled until April. Additionally, CWS informed us that due to low staffing, they are not regularly hosting CFTs. Additionally, we were unable to identify the percentage as a metric due to lack of data from CWS. Limitations with data sharing also remain to be a barrier to supporting our Foster Youth which is why we intend to continue advocating for a data sharing MOU.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Actions 1, 2, and 3 continue to be effective towards the established goal. Increasing awareness of Foster Youth Educational Rights and knowledge of opportunities to increase the educational success of foster youth. Our FYSCP Executive Advisory Council continues to state

that our collaboration with EAC members, the AB 2083 ILT and SuperFAST members is our greatest strength in achieving this goal. Increasing communication via Foster Focus and trainings for our partners and LEAs will allow us to improve educational outcomes of foster youth. The data sharing agreement (Action 4) was not established but we will continue to work collaboratively towards developing a data sharing agreement with our LEAs.

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.

Metrics related to the graduation rate, chronic absenteeism rate, suspension rate, and college-going rate have been removed as they do not fall within the scope of Priority 10 and how SCSOS coordinates services for foster youth in Sutter County.

There was a revision to the metric for the number of Child Family Team (CFT) meetings held due to a typo. Although action 4.3 remains the same, the metric should be reflective of the actual number of CFTs attended, not a represented percentage.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$142,014	N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.16%	0%	\$0	3.16%

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

Required Descriptions

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

After assessing the needs, conditions and circumstances, related to academic performance, of our SED students, we learned that 91% of our SED students are below the 25% percentile on the 20/21 STAR Test in ELA and 94% are below the 25th percentile in Math. This data is mirrored with our ALL Student Subgroup in ELA and Math.

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

All actions are continued from the 2021-22 LCAP. Educational Partner feedback provided by certificated and classified staff, as well as both parents and students showed a desire to prioritize and continue the low student to teacher ratio.

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

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

In our assessment of the needs, conditions and circumstances, related to conditions, climate and engagement, of our SED students, we learned that, in 2021-22 the attendance rate for our SED students was 81% as compared to 76% for the ALL student group. Although there is not a significant gap between the two groups, there is a significant gap in our student attendance rate and statewide attendance targets (minimally 90%). When examining chronic absenteeism for the SED student group, we learned that 75% were chronically absent (missing 10% more of the days enrolled) as compared to the ALL student group which was 66%. In 2021-22 37% SED students were suspended at least once compared to the All student group which showed 27% of students were suspended at least once. While no gap exists, the high rate of suspension is a concern to staff and Educational Partners. Additionally, our students conveyed that counseling services and extra-curricular activities helped them be better prepared to engage in instruction. Our parents reported that they appreciated the personalized connections between school and home, and that transportation services were appreciated and heavily relied upon.

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

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

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

Sutter County Superintendent of Schools is required to increase and improve services for unduplicated pupils by 3.66%. The actions identified within the prompt above will be completed in order to meet this proportionality percentage.

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

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

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

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 493,149	\$ 22,257	\$ -	\$ 220,510	735,916	\$ 659,606	\$ 76,310

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staffing	All	\$ 190,005	\$ -	\$ -	\$ -	\$ 190,005
1	2	Class Size Reduction	All	\$ 44,464	\$ -	\$ -	\$ 76,920	\$ 121,384
1	3	Curriculum Standards/Implementation	All	\$ 21,500	\$ -	\$ -	\$ 5,000	\$ 26,500
1	4	Ensuring Broad Course Access	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	5	Co-Teach Model	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	6	ROP/CTE	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Collaboration	All	\$ 42,706	\$ 22,257	\$ -	\$ 8,463	\$ 73,426
2	2	Classified Support	All	\$ -	\$ -	\$ -	\$ 121,837	\$ 121,837
2	3	EL Professional Learning	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Attendance and Outreach	All	\$ 85,701	\$ -	\$ -	\$ -	\$ 85,701
3	2	Transportation	All	\$ 9,800	\$ -	\$ -	\$ 3,290	\$ 13,090
3	3	Counseling Services	All	\$ 24,420	\$ -	\$ -	\$ -	\$ 24,420
3	4	PBIS Implementation	All	\$ 7,300	\$ -	\$ -	\$ 5,000	\$ 12,300
3	5	Parent Liason	All	\$ 37,084	\$ -	\$ -	\$ -	\$ 37,084
3	6	Campus Supervisor	All	\$ 24,196	\$ -	\$ -	\$ -	\$ 24,196
3	7	Coordination of Services for Expelled Youth	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	1	Coordination of Services	All	\$ 5,973	\$ -	\$ -	\$ -	\$ 5,973
4	2	Professional Development	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	3	Educational Case Management	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	4	Monitoring Student Outcomes	All	\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,495,114	\$ 142,014	3.16%	0.00%	3.16%	\$ 275,671	0.00%	6.13%	Total:	\$ 275,671
								LEA-wide Total:	\$ 275,671
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Class Size Reduction	Yes	LEA-wide	All	LEA-Wide	\$ 44,464	0.00%
2	1	Collaboration	Yes	LEA-wide	All	LEA-Wide	\$ 42,706	0.00%
2	3	EL Professional Learning	Yes	LEA-wide	All	LEA-Wide	\$ -	0.00%
3	1	Attendance and Outreach	Yes	LEA-wide	All	LEA-Wide	\$ 85,701	0.00%
3	2	Transportation	Yes	LEA-wide	All	LEA-Wide	\$ 9,800	0.00%
3	3	Counseling Services	Yes	LEA-wide	All	LEA-Wide	\$ 24,420	0.00%
3	4	PBIS Implementation	Yes	LEA-wide	All	LEA-Wide	\$ 7,300	0.00%
3	5	Parent Liason	Yes	LEA-wide	All	LEA-Wide	\$ 37,084	0.00%
3	6	Campus Supervisor	Yes	LEA-wide	All	LEA-Wide	\$ 24,196	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 772,382.00	\$ 685,634.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staffing	No	\$ 195,276	\$ 231,306
1	2	Class Size Reduction	Yes	\$ 119,270	\$ 116,139
1	3	Supplemental Materials	Yes	\$ 3,200	\$ 3,200
1	4	Edgenuity	No	\$ 14,875	\$ 8,705
1	5	Ensuring Broad Course Access	No	\$ -	\$ -
1	6	Co-Teach Model	No	\$ 400	\$ 251
2	1	Collaboration	Yes	\$ 74,064	\$ 68,157
2	2	Professional Learning	No	\$ 39,450	\$ 12,250
2	3	Classified Support	Yes	\$ 38,884	\$ 38,832
2	4	Tutoring	Yes	\$ 4,000	\$ -
2	5	EI Professional Learning	Yes	\$ -	\$ -
3	1	Attendance and Outreach	Yes	\$ 80,387	\$ 80,632
3	2	Transportation	Yes	\$ 123,785	\$ 54,385
3	3	Counseling Services	Yes	\$ 21,789	\$ 15,364
3	4	PBIS Implementation	Yes	\$ 32,500	\$ 32,204
3	5	Parent Liaison	Yes	\$ 19,502	\$ 19,212
4	1	Coordination of Services	No	\$ 5,000	\$ 4,997
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 150,484	\$ 205,747	\$ 210,111	\$ (4,364)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Staffing	No	\$ -	\$ -	0.00%	0.00%
1	2	Class Size Reduction	Yes	\$ 20,510	\$ 39,250.00	0.00%	0.00%
1	3	Supplemental Materials	Yes	\$ 3,200	\$ 3,200.00	0.00%	0.00%
1	4	Edgenuity	No	\$ -	\$ -	0.00%	0.00%
1	5	Ensuring Broad Course Access	No	\$ -	\$ -	0.00%	0.00%
1	6	Co-Teach Model	No	\$ -	\$ -	0.00%	0.00%
2	1	Collaboration	Yes	\$ 46,879	\$ 41,061.00	0.00%	0.00%
2	2	Professional Learning	No	\$ -	\$ -	0.00%	0.00%
2	3	Classified Support	Yes	\$ -	\$ -	0.00%	0.00%
2	4	Tutoring	Yes	\$ 4,000	\$ 6,392.00	0.00%	0.00%
2	5	EI Professional Learning	Yes	\$ -	\$ -	0.00%	0.00%
3	1	Attendance and Outreach	Yes	\$ 80,387	\$ 80,632.00	0.00%	0.00%
3	2	Transportation	Yes	\$ 4,480	\$ -	0.00%	0.00%
3	3	Counseling Services	Yes	\$ 21,789	\$ 15,364.00	0.00%	0.00%
3	4	PBIS Implementation	Yes	\$ 5,000	\$ 5,000.00	0.00%	0.00%
3	5	Parent Liaison	Yes	\$ 19,502	\$ 19,212.00	0.00%	0.00%
4	1	Coordination of Services	No	\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,105,362	\$ 150,484	0.00%	3.67%	\$ 210,111	0.00%	5.12%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) 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 tool for engaging educational partners.

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

The revised LCAP template for 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of 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 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022