

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Sutter County Superintendent of Schools		
Contact Name and Title	Christine McCormick Director, Student Support Services	Email and Phone	christinem@sutter.k12.ca.us 530-822-2914

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Feather River Academy (FRA), Fully Accredited by the Schools Commission of the Western Association of Schools and Colleges, is an alternative school established by the Sutter County Superintendent of Schools to provide specialized education services for students who require an alternative education program. Feather River Academy consists of a county community school including an Independent Study Program (ISP). Feather River Academy and the Independent Study Program are housed on a campus next door to the Sutter County Superintendent of Schools Office. FRA is an innovative alternative education program offering individualized educational options in a safe, challenging, and need-fulfilling environment. Students are encouraged to acknowledge responsibility in both the local and global community. Students prepare for a successful quality life according to their individual needs. Students in grades 7 – 12 who are at risk of being expelled, have been expelled, or are referred by courts or probation are served by Feather River Academy. The Independent Study Program is an option for FRA students who demonstrate a high degree of self-motivation and prefer a self-guided program under the guidance of a credentialed teacher. Independent study is an alternative to classroom instruction for at risk youth and is consistent with the county office’s course of study and not an alternative curriculum. It provides individual students with a choice of ways to acquire the values, skills and knowledge all students should gain as verified in a written agreement. Independent study can be a part of, be separate from, or be in addition to a regular classroom program. All programs work closely with students and parents to provide a focused instructional program that leads to graduation or eventual return to their home school. The enrollment at FRA fluctuates during the school year between 50-100 students. Data collected is not always truly reflective due to the small sample size of participants, especially in subgroups. Additionally, students who enroll in FRA are typically not prepared for the rigor of AP courses however, if needed AP course work can be accessed for students who demonstrate need but it is not a direct action or service. FRA doesn’t expel pupils so there are not actions or services to address pupil expulsion rate.

LCAP HIGHLIGHTS

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

- Purchase of Chromebooks and pilot program of Google Classroom and G-Suite at FRA.
- Credit recovery options expanded at FRA to include Odysseyware.
- Trauma informed care practice training and progress towards implementation of restorative justice practices at FRA.
- Mentor program to support positive relationships and connections to adults for Foster Youth.

REVIEW OF PERFORMANCE

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

FRA had a new principal this year as well as several new staff members. The staff has come together under the theme of "Setting the Conditions for Success" with a focus on relational capacity, adaptive capacity and aspirational capacity. The staff has used this as the driving force for their work this year. This theme has allowed the staff to engage with stakeholders in new ways. Home visits have increased in the 16-17 school year with the intent of getting students to school by providing transportation. The school has increased student engagement by offering CTE Agriculture courses and reinventing the school greenhouse. Sixty Google Chromebooks were purchased and Google classroom was implemented to provide students the opportunity to learn beyond the classroom. Aeries Analytics was purchased and the staff has begun the work to create early warning indicators to identify students who have a large number of discipline referrals or are falling further behind on credits. Additionally, the staff has received training on Trauma Informed practices and will be sending the entire staff to training in the summer of 2017 in the Nurtured Heart Approach as a way to continue to provide opportunities for staff and student to focus on restorative practices vs traditional discipline approaches. Staff assigned specifically to monitor the needs of English Learners and Foster Youth have allowed those students to have a single point of contact if the need arises and the staff can provided needed mentorship and support. Due to the transient nature of students who attend FRA it is difficult to determine overall growth as the student population changes. It has been more beneficial for the staff to make the relational connections with students to support needs at the point and time they are enrolled at FRA.

GREATEST PROGRESS

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

GREATEST NEEDS

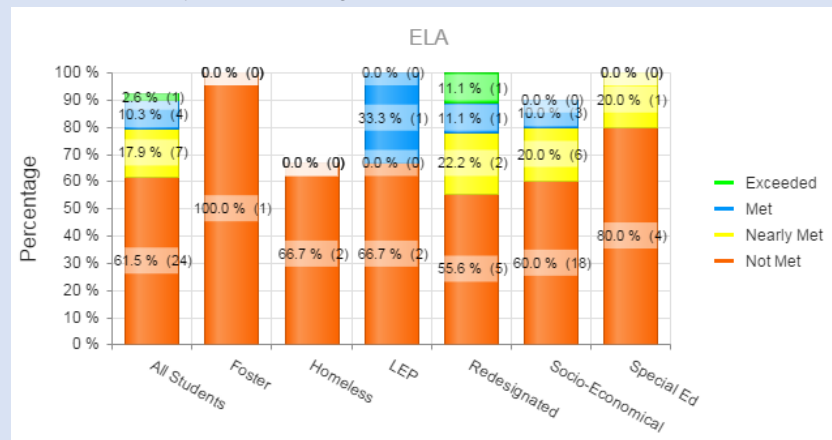
The students at Feather River Academy (FRA) come to school with needs beyond academic concerns. We have noticed an increase in the need for mental health services, homeless services and services to support families beyond educational needs. The need for increased services has led to discussions about how to serve students whose needs are great within the school day. In addition to the environmental challenges, students are often severely credit deficient, missing basic skills and are often on probation or have other legal mandates. FRA has identified, with the input of stakeholders, the need to develop a comprehensive system of support for all students. FRA is using the Multi-tiered Systems of Support (MTSS) framework to align behavior and academic supports to ensure that all students are served based on an aligned data collection system. Curricular materials and instruction along with behavioral supports will be aligned to the MTSS framework as well as data collection. The need to support students who transition out of FRA has also been identified. FRA will be exploring a more comprehensive process to assist students during the 17-18 school year with its focus on the update to the County Plan for Expelled Youth.

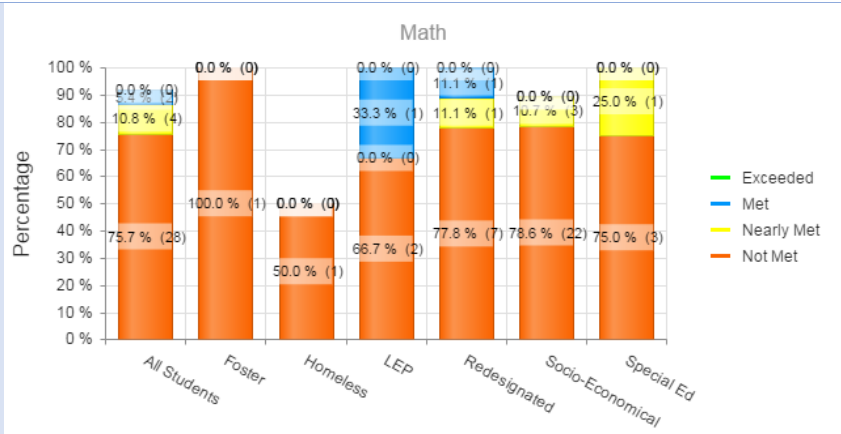
Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Academic Indicators: (Priorities 2 and 4)

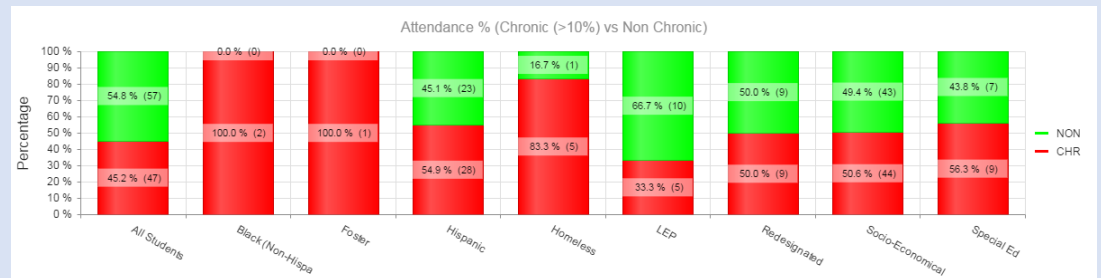
Data is not provided regarding student performance by subgroup in core content areas via the California Dashboard for Alternative Programs. Local Data is available for both English Language Arts and Mathematics. A review of the local 2016 data indicated the following performance for students in ELA and math by selected subgroups on the CAASPP assessments.





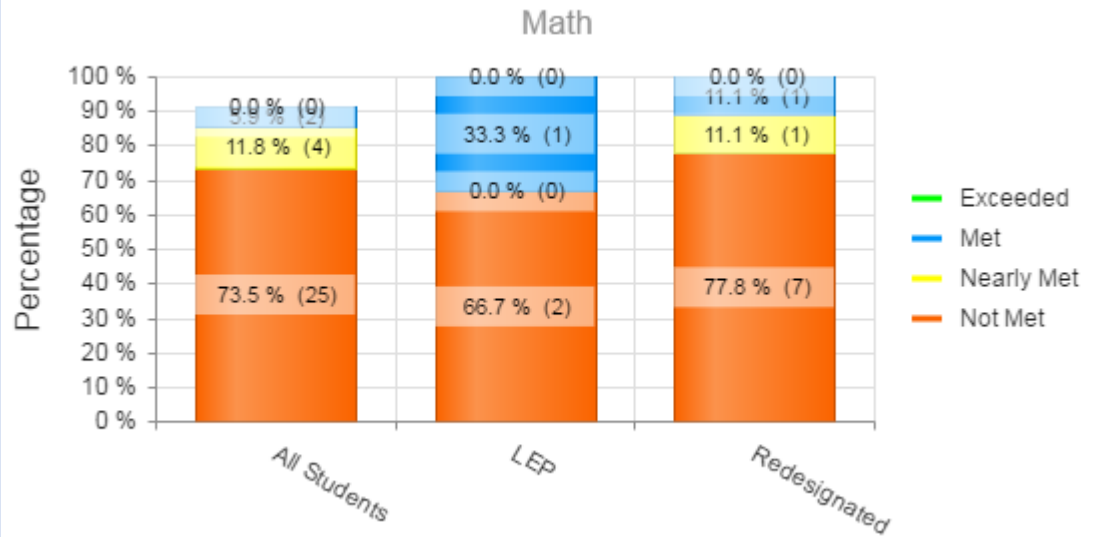
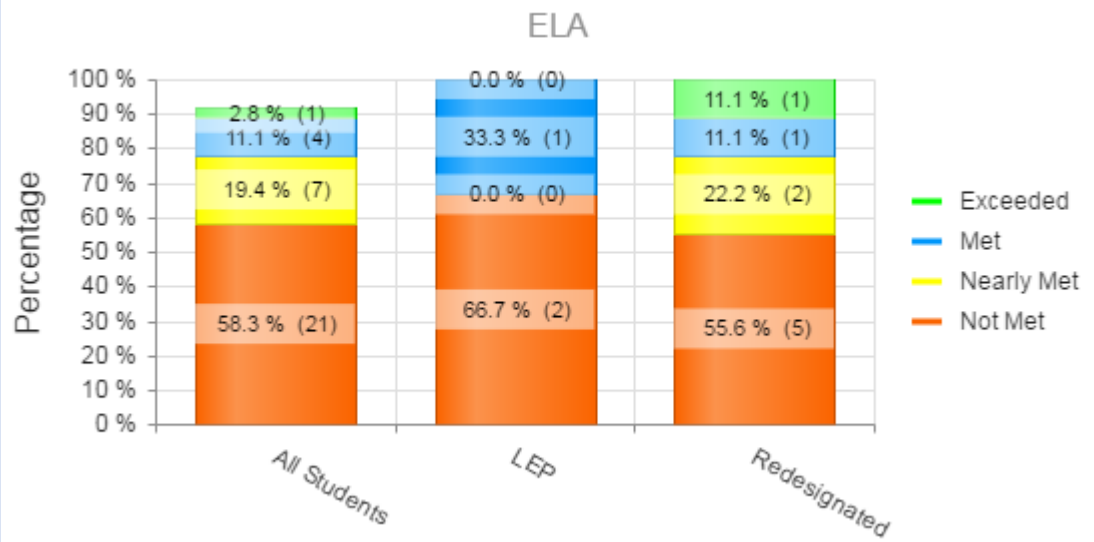
The local data indicates gaps in the areas of mathematics, English Language Arts and support for English learners, foster youth, and socio-economically disadvantaged students. These gaps are often more difficult to address when student behavior gets in the way of learning. Additionally, the transitory nature of students in and out of FRA makes it difficult to have data that is specific to the current student population. Goals will be written to address the academic as well as the behavioral and social emotional needs of students at FRA.

Chronic Absenteeism: (Priority 5)



Attendance is a concern at FRA with a majority of all subgroups considered chronically absent. This data is not a surprise as many of our students are referred to us for attendance/SARB issues. The use of an attendance officer has provided additional support and he has conducted 115 home visits to address the issue of attendance and provide immediate transportation to school for students. FRA will continue to focus efforts on attendance by providing attendance incentives as well as increasing student engagement and relational capacity with students.

English Learner Progress (Priority 4)



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

Suspension Rate(Priority 6)

Suspension data is tracked in our student information system. For 2016/17 there were 47 students that committed an offense that resulted in 99 days of suspension. In 2015/16 FRA had 61 students that committed 147 offenses that resulted in 131 days of suspension. While this demonstrates a decrease in the number of students and days of suspension, this is an area of concern. Staff is continuing to pursue alternatives to suspension. The staff at FRA has participated in training on Trauma Informed Care, Capturing Kids Hearts and A Nurtured Heart Approach. However, there is still a concern that the overall disciplinary practices are punitive and are not restorative. This is an area of need for FRA that will be a focus for the 2017-18 school year and FRA will add a coach that will focus on the implementation of The Nurtured Heart Approach to assist with reframing practice in and out of the classroom. Practices will be aligned to the Multi-tiered Systems of Support Framework (MTSS) to ensure that all students are served.

School Climate: (Priority 6)

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

2016-17 California Healthy Kids Survey

Indicator	%
Current Alcohol and Drug Use (past 30 days)	57
Experienced chronic sadness/hopelessness (past 12 months)	39
Considered Suicide (past 12 months)	23
Been Drunk or "high" on drugs at school, ever	48
Academic motivation	16
Truant more than a few times	29
School meaningful participation	5
Caring adult relationships	26
School connectedness	31
Sample Size = 68 Average Response Rate = 96%	

The entire staff has committed to attend training on The Nurtured Heart Approach and is developing relationships with Sutter/Yuba Behavioral Health and other partners to address the mental health and drug and alcohol concerns that are present. Currently, students regularly report that they are homeless and the staff reports that they are aware of at least ten families that are currently homeless (but not formally identified). Community partnerships to help provide family supports and services for homeless families are being explored and the hope is to have an onsite coordinator funded by Sutter/Yuba Behavioral Health housed at FRA to assist students with both drug/alcohol issues and homelessness by December of 2017.

INCREASED OR IMPROVED SERVICES

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

Additional training for staff on the needs of these specific types of students and align instructional practices to best support all learners.
 Development of partnerships with local agencies to provide more services to students on the school site and within the school day to address drug, alcohol, mental health and homelessness.
 Increased collaboration with districts and local agencies to ensure that we are working together to support students with the greatest needs.
 Increased opportunities for students to see beyond a high school diploma by providing mentoring services, career pathways, and opportunities to learn about available education options post high school.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$33,424,640
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,246,999

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

The Sutter County Superintendent of Schools is located in Yuba City, in north-central California. The county office offers a number of services to its student and district populations, including fiscal assistance and oversight, special and alternative education programs Tri-County Career Technical & Induction programs (BTSA), a SELPA, curriculum, instruction programs, Career Technical Education, and adult education.

The Sutter County Superintendent of Schools Office plays an important role in the delivery of quality education to the students of this county. We provide direct service instructional programs to nearly 9,500 students annually through infant programs, special education, vocational/ occupational programs, outdoor science, adult education, and alternative education. These programs are operated more efficiently by the county than by a school district (with economy of scale) and more appropriately than a school district with confined boundaries. The Sutter County Superintendent of Schools Office provides these services to district students through cooperative agreements among participants.

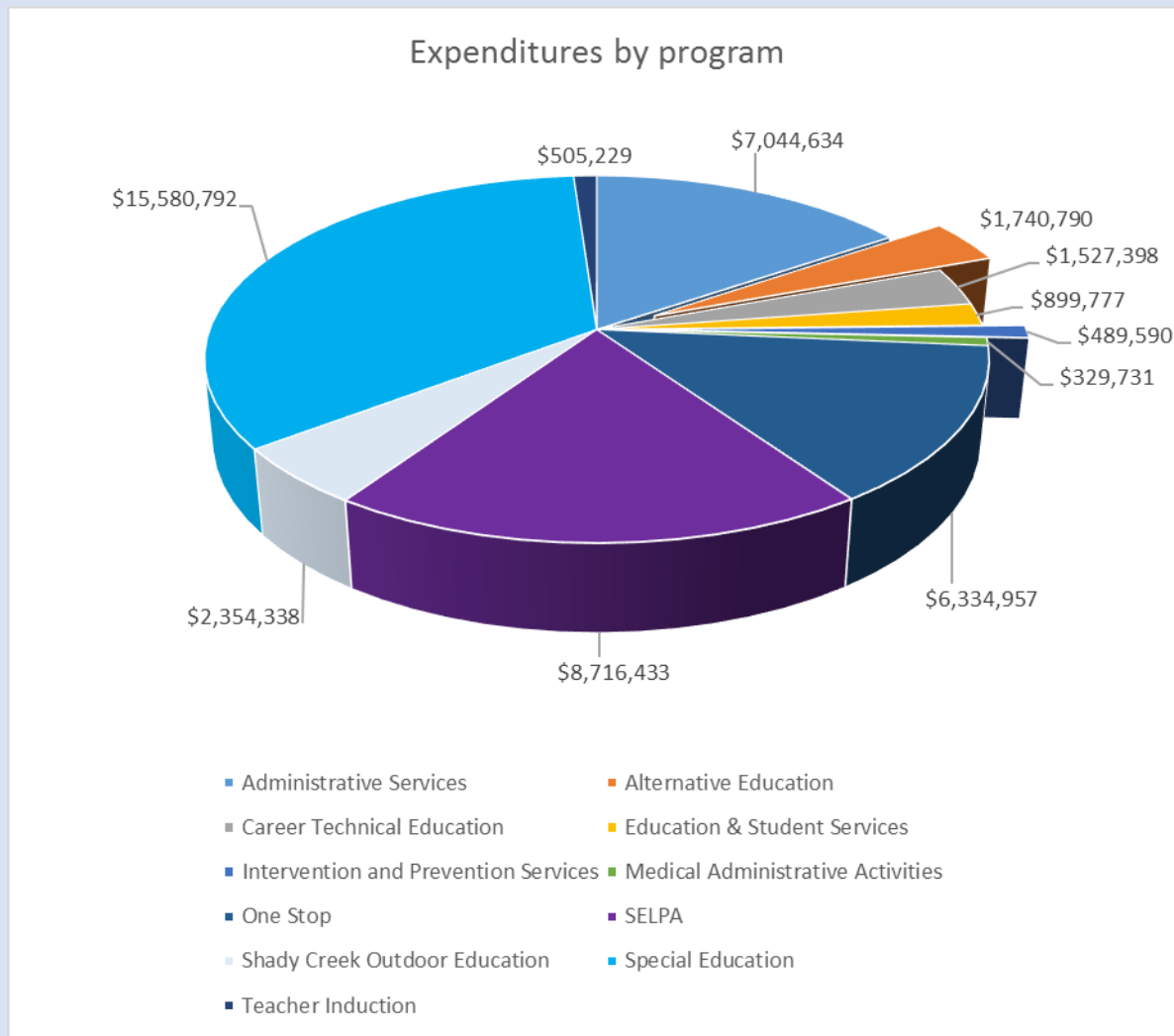
The Sutter County Superintendent of Schools Office has an outstanding staff dedicated to delivering successful solutions to the challenges of our local and regional partners by providing innovative support and services to promote education and self-sufficiency.

SCSOS provides these services to more than 21,000 public school students located within 12 school

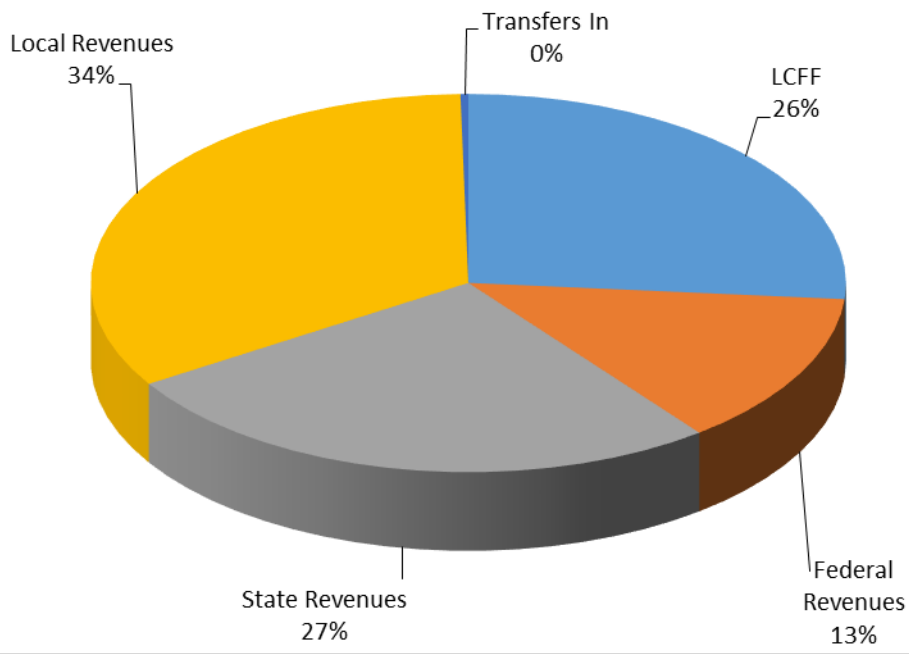
districts and 9 charter schools including approximately 435 students served by county operated schools. Services and programs include:

Budget oversight and assistance, Local Control Accountability Plan (LCAP) support, Special and alternative education programs, Tri-County ROP/Career Technical Education, Tri-County Induction Program (BTSA), Adult Education, Special Education Local Plan Area (SELPA), Federal and State compliance for Sutter County Districts, Medical Administrative Activities, Credential analysis, Student Attendance Review Board, Countywide staff development, Countywide technology support, Countywide Facilities Support, Supporting Dislocated Workers through Federal and State Grants, and Fiscal Support for our smaller district and charter schools.

The chart below shows two slices pulled out which represent the programs and services addressed in the LCAP.



General Fund Revenue



\$9,496,131

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Goal 1

All students will achieve at high levels to prepare them for the next steps in their chosen career/college pathway.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. WASC accreditation will be maintained
2. There will be a 4% increase in the number of students who complete Algebra 1.
3. Because two years of data is needed to determine growth targets, the 2014-15 and 2015-16 CAASPP ELA and Math scores will be used to determine targets. Therefore, analysis will occur based on these test years and growth targets will be determined and recorded in the LCAP for the 2016-17 school year update.
4. HQT in Core subjects will be maintained, and there will be an increase of HQT in all subject areas.
5. Standards aligned instructional materials will be purchased.
6. Students will be increasingly instructed using standards-aligned materials
7. Course access to CORE classes will be improved and maintained

ACTUAL

1. Several FRA staff members, as well as the Director of Student Support Services, have served on WASC committees during the 16-17 school year to provide insight to FRA regarding the development of the mid-term progress report and WASC visit that will occur in the 17-18 school year.
2. Sixteen students completed the Algebra 1 requirement during the 16-17 school year. That is a decrease from the 2015-16 total of 19 students.
3. When comparing the 2016-17 CAASPP mathematics scores to the 2015-16 scores it showed an increase of all students met standards of 2.9%. Completing the same comparison for CAASPP ELA scores the scores showed an increase of 2.4% of students who scored standard met.
4. All teaching positions are filled with teachers that are considered HQT.

based on students' credit deficient needs.

8. Students will show a 2% growth on the Renaissance Learning English and Math portion as assessed three times/year.

5. Standard aligned materials were purchased for World History, U.S. History, Economics, Government, English 9-12 and mathematics.

6. Student's use of standards aligned materials have increased as more materials have been purchased. Additionally, for teachers who use Google classroom the engagement in the standards materials has increased.

7. The master schedule was designed and adjusted each quarter to ensure students had access to courses as credit needs arose. Additionally, Odysseyware was introduced as an option for students to earn credits.

8. The Renaissance Learning data for pre and post test scores had a very small sample size. The LCAP team decided to use the summary reports for English using the Instructional Reading Level (IRL) to serve as a criterion reference score. The instructional reading level by grade level are indicated below by grade level and averaged over the three administrations.

Grade	Admin 1	Admin 2	Admin 3	Average
7	2.9	3.7	3.5	3.4
8	4.4	5.6	3.3	4.4
9	4.9	4.4	4.8	4.7
10	5.7	6.0	5.7	5.8
11	6.8	5.2	5.3	5.8
12	5.8	4.3	6.2	5.4

For math the team determined that the grade equivalent would be a reportable measure. The scores for each administration by grade level with a grade average are indicated below.

Grade	Admin 1	Admin 2	Admin 3	Average
7	3.4	4.1	4.6	4.0
8	4.9	6.7	4.7	5.4
9	4.8	4.8	6.5	5.4

10	7.4	6.2	7.8	7.1
11	7.1	6.9	3.8	5.9
12	7.0	5.4	7.7	6.7

One of the challenges with analyzing benchmark like scores is that due to the transient nature of the student population the students assessed are not the same from one administration to the other. This metric has been removed in the 2017-18 LCAP as it is not a valid measure.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Maintain WASC accreditation through following the Schoolwide Action Plan, which addresses outcomes listed for each year.

ACTUAL
Staffing and courses offered maintained at levels to meet WASC Focus on Learning Schoolwide Action Plan

Expenditures

BUDGETED
Unrestricted General Fund
\$377,521
(OBJ 1000,3000)

ESTIMATED ACTUAL
Unrestricted General Fund
\$469,275
(OBJ 1000, 3000)

ACTIONS / SERVICES

Action **2**

Actions/Services

PLANNED
Provide quality, ongoing professional development and collaboration via release time for staff needs to

ACTUAL
Minimum day scheduled was maintained weekly for the entire school year. Staff focused on training in the areas of Trauma

be focused on student achievement (CCSS, ELD), school culture (Capturing Kids' Hearts) and good instruction.

Minimum days will occur every Wednesday to provide time for individual student evaluation, staff collaboration and professional development.

Informed Care, California Standards, strategies to support English Learners and other high-risk youth and assessment.

Expenditures

Unrestricted General Fund
 \$4,801
 (OBJ 1000,3000)
Unrestricted General Fund
 \$36,649
 (OBJ 1000,3000)

ESTIMATED ACTUAL
 Unrestricted General Fund
 \$40,774
 (Obj 1000, 3000)

ACTIONS / SERVICES

Action **3**

Actions/Services

PLANNED
 Purchase curriculum, materials, and supplies to support CCSS and intervention to improve student access and proficiency.
 Instruction will be aligned with the CCSS, NGSS and ELD standards using ES staff.

ACTUAL
 Curricular materials purchased in World History, US History, ELA, Government, Economics and mathematics.

Expenditures

BUDGETED
Lottery
 \$2,000
 (OBJ 4100)
Unrestricted General Fund
 \$6,000 (OBJ 5800)
 \$7,984 (OBJ 1000,3000)
Title 1
 \$1,352
 (OBJ 1000,3000)
Unrestricted General Fund
 \$24,248
 (OBJ 5700)

ESTIMATED ACTUAL
Lottery
 \$2,000
 (OBJ 4100)
Unrestricted General Fund
 \$6,000 (OBJ 5800)
 \$7,907 (OBJ 1000,3000)
Title 1
 \$1,352
 (OBJ 1000,3000)

ACTIONS / SERVICES

Action **4**

Actions/Services	PLANNED Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.	ACTUAL Forty-Eight Chromebooks and 2 carts were purchased, staff training on Google.
Expenditures	BUDGETED Unrestricted General Fund \$24,248 (OBJ 5700)	ESTIMATED ACTUAL Unrestricted General Fund \$52,190 (OBJ 5700)

ACTIONS / SERVICES

Action **5**

Actions/Services	PLANNED Provide credit recovery opportunities via extended school year offerings for a week after each grading period and in June.	ACTUAL Three credit recovery offerings were available for students to attend.
Expenditures	BUDGETED Unrestricted General Fund \$37,856 (OBJ 1000,3000)	ESTIMATED ACTUAL Unrestricted General Fund \$30,031 (OBJ 1000, 3000)

ACTIONS / SERVICES

Action **6**

Actions/Services	PLANNED Life skills will be taught in existing health class and a new elective course: computer and career readiness will be offered.	ACTUAL One period each of Life Skills and an introduction to technology/computer readiness course was offered.
Expenditures	BUDGETED Unrestricted General Fund \$16,453 (OBJ 1000,3000)	ESTIMATED ACTUAL Unrestricted General Fund \$16,032 (OBJ 1000, 3000)

ACTIONS / SERVICES

Action **7**

Actions/Services	PLANNED An area will continue to be used to accommodate PE classes on campus and a contract with a personal trainer will be extended.	ACTUAL Contract was obtained from a local physical fitness provider to offer one period of PE per day.
Expenditures	BUDGETED Unrestricted General Fund \$10,000 (OBJ 5800) \$2,000 (OBJ 4300)	ESTIMATED ACTUAL Unrestricted General Fund \$9,000 (OBJ 5800)

ACTIONS / SERVICES

Action **8**

Actions/Services	<p>PLANNED For low-income pupils and English learners: Alternative staff support such as student interns from the local community college will be utilized to help lower student/staff ratios.</p>	<p>ACTUAL No tutors were hired</p>
Expenditures	<p>BUDGETED Unrestricted General Fund \$6,600 (OBJ 1000,3000)</p>	<p>ESTIMATED ACTUAL \$0</p>

ACTIONS / SERVICES

Action **9**

Actions/Services	<p>PLANNED For English learners: Professional development Ed Services Coordinator will provide professional development to staff using ELD strategies and how to address long-term English Learners.</p>	<p>ACTUAL Staff participated in three days of professional learning specific to the ELD strategies to address needs of long-term English Learners.</p>
Expenditures	<p>BUDGETED Unrestricted General Fund \$5,236 (OBJ 1000,3000)</p>	<p>ESTIMATED ACTUAL Unrestricted General Fund \$5,825 (OBJ 1000, 3000)</p>

ACTIONS / SERVICES

Action **10**

Actions/Services	<p>PLANNED For Redesignated fluent English proficient learners: For RFEP students, professional development will be provided in strategies to assure academic success.</p>	<p>ACTUAL Staff attended specific professional learning to support RFEP students.</p>
Expenditures	<p>BUDGETED Unrestricted General Fund \$3,141 (OBJ 1000,3000)</p>	<p>ESTIMATED ACTUAL Unrestricted General Fund \$3,495 (OBJ 1000, 3000)</p>

ACTIONS / SERVICES

Action **11**

Actions/Services	<p>PLANNED For Redesignated fluent English proficient learners: RFEP students will be assigned to an individual staff member for monitoring and support to assure academic success.</p>	<p>ACTUAL The school counselor monitored outcomes of students who are identified at RFEP to ensure they were maintaining academic success.</p>
Expenditures	<p>Unrestricted General Fund \$16,452 (OBJ 1000,3000) Title 1 \$6,607 (OBJ 1000,3000)</p>	<p>ESTIMATED ACTUAL Unrestricted General Fund \$13,570 (OBJ 1000, 3000) Title 1 \$6,607 (OBJ 1000, 3000)</p>

ACTIONS / SERVICES

Action **12**

Actions/Services	<p>PLANNED Implement common pacing guide and syllabi with the guidance of newly designated instructional coaches with a focus on strategies to improve student engagement.</p>	<p>ACTUAL No instructional coach was utilized during the 2016-17 school year due to staffing changes.</p>
Expenditures	<p>BUDGETED Unrestricted General Fund \$53,847 (OBJ 1000,3000)</p>	<p>ESTIMATED ACTUAL \$0</p>

ACTIONS / SERVICES

Action **13**

Actions/Services	<p>PLANNED FRA will be offering two new previously approved ROP classes as part of the Ornamental Horticulture pathway which is included in the California Career Pathways Trust Grant. These will be introductory ag/science courses that will allow students to attain Life Science and Physical Science credit.</p>	<p>ACTUAL The two courses were offered utilizing 1.17 FTE.</p>
Expenditures	<p>BUDGETED Unrestricted General Fund \$53,847 (OBJ 1000,3000)</p>	<p>ESTIMATED ACTUAL Unrestricted General Fund \$151,673 (OBJ 1000,3000)</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Eleven of the thirteen actions of this goal were implemented. Staff received the needed professional learning to continue to focus on providing a high level of academic instruction and moving forward with the goals identified in the WASC Schoolwide action plan. The introduction of Chromebooks and Google Classroom as well as Google training allowed deeper implementation of this goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The introduction of Chromebooks and new curriculum, including Career Technical Education courses, as well as new course offerings allowed students to access a variety of curricular offerings and make academic progress aligned to standards. The actions and services, while effective, need some continued refinement to better align with the WASC Schoolwide action plan.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Funds were not expended for an instructional coach as indicated in action 12 nor did the amount estimated to purchase curriculum equal the budgeted amount (Action 3) . The technology purchases (Action 4) were greater than budgeted and no funds were expended to hire tutors as indicated (Action8). Additional funds were spent to support two CTE courses rather than the original estimate of one section (Action 13). All other actions were funded at the levels indicated with no material differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal has been eliminated and a new goal will be created that has actions and services that are better aligned to the action plan developed during the WASC Focus on Learning stakeholder input process to continue to align and implement programs that meet the needs of all students. The new goal is indicated as goal 1.

Annual Update

LCAP Year Reviewed: 2016-17

Goal 2

Students will receive supplemental support and intervention to address individual needs.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Teachers and administration will develop individual learning plans with students; perform transcript audits and over-all academic support and counseling, including discussion of parent needs for support, with each student and parent.
2. Increase parent and student support offerings and increase participation in those offerings by 5%.
3. Implement alternative ways to get parent input.
4. Monitor the process of obtaining foster youth school records and scheduling in accordance with AB490.

ACTUAL

1. All incoming students participate in an orientation session prior to their first day of attendance at FRA. Continuing students meet with the counselor three times per year to adjust course selection as needed for credit completion.
2. A full-time counselor was added to the FRA staff this year to allow improved access for parents.
3. Parent input was obtained during formal events such as back-to-school night and the annual dinner/open house. Additionally, front office staff has begun the process of obtaining informal parent input when opportunities arise. This is an area of continued struggle for FRA.
4. The student information system (Aeries) was updated to include a foster youth graduation track.

ACTIONS / SERVICES

Action **1**

Actions/Services	PLANNED Utilize personalized learning plans, which will be developed with students within the first week of attendance.	ACTUAL Students and parents meet with the school counselor to develop learning plans. (Four hours of school counselor per week)
Expenditures	BUDGETED Unrestricted General Fund \$53,847 (OBJ 1000,3000)	ESTIMATED ACTUAL Unrestricted General Fund \$8,058 (OBJ 1000, 3000)

ACTIONS / SERVICES

Action **2**

Actions/Services	PLANNED Mental health clinician will hold sessions and give support as needed.	ACTUAL The mental health clinician holds small group and individual counseling sessions for students.
Expenditures	Unrestricted General Fund \$35,087 (OBJ 1000,3000)	ESTIMATED ACTUAL Unrestricted General Fund \$37,227 (OBJ 1000, 3000)

ACTIONS / SERVICES

Action **3**

Actions/Services	<p>PLANNED Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities.</p>	<p>ACTUAL Additional staffing includes a school counselor, probation office, attendance officer, mental health clinician and teachers.</p>
Expenditures	<p>BUDGETED Unrestricted General Fund \$40,000 (OBJ 5800) \$139,663 (OBJ 2000,3000) \$397,585 (OBJ 1000,3000) Title I \$25,000 (OBJ 1000, 3000)</p>	<p>ESTIMATED ACTUAL Unrestricted General Fund \$ 685,629 (OBJ 1000,2000,3000,4800) Title I \$25,000 (OBJ 1000, 3000)</p>

ACTIONS / SERVICES

Action **4**

Actions/Services	<p>PLANNED Contribute to probation officer salary as needed.</p>	<p>ACTUAL The probation officers works at FRA a minimum of 20 hours per week.</p>
Expenditures	<p>BUDGETED Unrestricted General Fund \$40,000 (OBJ 5800)</p>	<p>ESTIMATED ACTUAL Unrestricted General Fund \$40,000 (OBJ 5800)</p>

ACTIONS / SERVICES

Action **5**

Actions/Services	<p>PLANNED For low-income pupils: Incorporate professional development/training during minimum days scheduled throughout the year.</p>	<p>ACTUAL Minimum days are scheduled each Wednesday</p>
Expenditures	<p>BUDGETED Unrestricted General Fund \$36,649 (OBJ 1000,3000)</p>	<p>ESTIMATED ACTUAL Unrestricted General Fund \$40,774 (OBJ 1000, 3000)</p>

ACTIONS / SERVICES

Action **6**

Actions/Services	<p>PLANNED For low-income pupils and foster youth: Provide resources to reduce barriers to accessing education; transportation options, school supplies.</p>	<p>ACTUAL Backpacks, bus passes, school van for student transport and attendance officer.</p>
Expenditures	<p>BUDGETED Unrestricted General Fund \$11,511 (OBJ 2000,3000) \$8,000 (OBJ 5600) \$2,000 (OBJ 4300) \$2,000 (OBJ 5200) Title I \$4,293 (OBJ 5800) \$464 (OBJ 4300)</p>	<p>ESTIMATED ACTUAL Unrestricted General Fund \$12,116 (OBJ 2000, 3000) \$8,000 (OBJ 5600) \$2,000 (OBJ 4300) \$2,000 (OBJ 5200) Title I \$4,293 (OBJ 5800) \$500 (OBJ 4300)</p>

ACTIONS / SERVICES

Action **7**

Actions/Services	PLANNED For English learners: Provide after school tutoring for EL students via specific teachers.	ACTUAL No specific EL tutoring was offered based on student need. FRA teachers supported students after school as needed at no additional cost.
Expenditures	BUDGETED Unrestricted General Fund \$9,147 (OBJ 2000,3000)	ESTIMATED ACTUAL \$0

ACTIONS / SERVICES

Action **8**

Actions/Services	PLANNED For English learners: Increase EL intervention materials as needed.	ACTUAL Current curriculum was adequate and no additional curriculum as needed.
Expenditures	BUDGETED Unrestricted General Fund \$1,000 (OBJ 4,300)	ESTIMATED ACTUAL \$0

ACTIONS / SERVICES

Action

9

Actions/Services

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

ACTUAL
A staff receptionist that is bilingual supports the needs of English Learners and their families.

Expenditures

BUDGETED
Unrestricted General Fund
\$1,580
(OBJ 2000,3000)

ESTIMATED ACTUAL
Unrestricted General Fund
\$1,580
(OBJ 2000,3000)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Intervention needs for students who attend FRA are great. This goal providing the additional supports to help meet the needs of this campus of at risk youth. The staff at FRA works hard to provide as many immediate supports as possible. Such supports included a mental health counselor, working 1:1 with students to create personal learning plans, the school attendance officer working directly with families during home visits, staff the assist with helping families understand the needs of their students by providing consistent communication in the parents' home language and the name of a single contact that is designated for each student. Additionally, by providing office space and funding to our local probation department, students with the greatest need can be given direct support from the probation officer on site.

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

This goal was effective and implemented as expected. Intervention is an ongoing focus for the staff at FRA as the needs changed almost hourly depending on the student population and the impact of events in the school and local community on the students who attend FRA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funding for development of learning plans was not expended as expected due to a staffing change (action 1), costs increased in the area of student support as the needs of the current enrolled students were greater than in prior years (action 3). Additional tutoring for English Learners(action 7) or curriculum for ELs (action 8) was not expended as expected based on school need.

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

This goal has been eliminated and rewritten as goal to to better address the need for additional intervention in the areas of social emotional supports as well as family support services have been identified. A goal that continues to provide focus on this area of need, along with the appropriate actions and services will be written. This goal will include actions/services to specifically address the areas of truancy, dropouts and victims of crime will be added.

Annual Update

LCAP Year Reviewed: 2016-17

Goal 3

Increase sense of safety, increase attendance and decrease discipline issues.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Coordination with County probation will occur to establish a presence on campus
2. Attendance rate will increase by 2%
3. Suspension rate will decrease by 2%
4. Chronic absenteeism rate will decrease by 5%
5. Graduation rate will increase from local baseline data by 5%
6. Administration and staff will collaborate with Child Welfare and Attendance concerning Foster Youth
7. Facilities and materials will be maintained as "good" per Williams

ACTUAL

1. County probation provides an officer on campus for a minimum of 20 hours per week.
2. YTD student attendance is 80.5 % and increase from 76% in 2015-16, a 5.8% increase.
3. Suspension rates have decreased by 88 offenses (219 in 2015-16 to 131 in 2016-17), 40%.
4. Chronic absenteeism is still a concern from FRA with most students with the greatest impact identified with homeless and foster youth. The rate has increased from 35% to 45.2% for all students
5. The number of students who graduated in 2015-16 was 37, in 2016-17 the number of graduates is 23 which represents an decrease

of 14 students.
 6. Administration and staff have regular meetings with the Intervention Prevention (IPP) coordinators to facilitate services to support Foster Youth. IPP advises the FRA staff weekly about the status of Foster Youth enrolled at FRA.
 7. All facilities and materials were rated “good” per Williams Act.

ACTIONS / SERVICES

Action **1**

Actions/Services

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

ACTUAL
 Field trips and incentive programs have been implemented to encourage school attendance. Students have been snowboarding, attended the movies, and the trampoline park as examples.

Expenditures

BUDGETED
Unrestricted General Fund
 \$15,000
 (OBJ 4300)
 \$10,000
 (OBJ 5800)

ESTIMATED ACTUAL
 Unrestricted General Fund
 \$7,500
 (OBJ 4300)
 \$7,750
 (OBJ 5800)

ACTIONS / SERVICES

Action **2**

Actions/Services

PLANNED
 Monthly Meeting with FM&O Supervisor will be held to ensure prompt attention to maintenance issues.

ACTUAL
 The FM & O supervisor meets monthly with site administration.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$0	\$0

ACTIONS / SERVICES

Action **3**

Actions/Services	PLANNED	ACTUAL
	A teen leadership class will be offered.	The teen leadership class was offered first semester only due to lack of student participation.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Unrestricted General Fund \$16,453 (OBJ 1000,3000)	Unrestricted General Fund \$8,016 (OBJ 1000, 3000)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Safety, attendance and discipline are a constant area of focus for FRA. This goal was implemented to provide the additional and ongoing supports to create a safe learning community for at risk youth. The teen leadership class allows the students at FRA who often don't see themselves as positive leaders a chance to demonstrate and learn how to be leaders. However, due to the fluctuation in enrollment the hope to offer this course all year was limited and only had enrollment for one semester.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The staff at FRA is working hard to build relational capacity with all students. This is an area of need as most students that come to FRA have not had a positive school experience and often have environmental factors such as drug and alcohol use as well as mental health concerns such as chronic sadness and suicide. This goal continues to be a focus of improvement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Attendance incentives did not cost what was budgeted (action 1). The teen leadership class was only offered one semester due to low enrollment (action 3)
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will be combined with other goals as the action and services outlined are more comprehensive in nature and are not represented as well in a stand-alone goal. The actions and services for this goal are now included in goal one and two.

Annual Update

LCAP Year Reviewed: 2016-17

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Staff surveys will indicate a 2% increased awareness of the needs of foster youth
2. The achievement gap between foster youth and the general student population will decrease by 2% through a comparison of data based on student's age, grade, chronic attendance rates, time of enrollment, and standardized test results.
3. There will be a 5% increase in the number of foster youth for whom key stakeholders have received timely health and education-related information

ACTUAL

1. A survey administered to district liaison staff on November 15, 2016 indicates an average response of 4.55 % (out of 5) that the information they are receiving from the Intervention and Prevention staff will increase the quality of services to students and families. 28 attendees, 26 respondents
2. Achievement gap data for Foster Youth are not reported on the California Dashboard. Foster youth are currently enrolled in four of the twelve districts in Sutter County and our county operated community school. Disaggregated achievement data is not collected on these youth by a local measure due to low enrollment numbers and issues of student confidentiality. Until statewide indicators are developed and reported on the California Dashboard this expected outcome cannot be measured.
3. March – April 2017: Intervention and Prevention Program (IPP) coordinator and the Foster Youth Intervention specialist met with five

districts to discuss IPP programs and Foster Youth Services. The IPP coordinator and the Yuba City Unified School District child welfare and attendance director met with Family Court Judge Heckman, and the Public Defender assigned to foster youth and minors cases on the coordination of services related to attendance, criminal activity and foster youth student rights.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Ensure that all foster youth are identified and served by continuing with research-based programs to identify, engage and track all foster youth county-wide

ACTUAL
Cost of staff to coordinate service delivery of research-based programs to identify, engage and track all foster youth countywide.

Expenditures

BUDGETED
Foster Youth State Grant
\$50,990
(OBJ 2000,3000)

ESTIMATED ACTUAL
Foster Youth State Grant
\$34,302
(OBJ 2000, 3000)

ACTIONS / SERVICES

Action **2**

Actions/Services

PLANNED
Ensure staff who work with foster youth are aware of special needs and laws that pertain to them specifically utilizing professional development and training to be scheduled Fall of 2016.

ACTUAL
Three staff participated in 6 hours of training (workshops, teleconferences, meetings) and the provided this training to districts in November.

Expenditures

BUDGETED
Unrestricted General Fund
\$175
(OBJ 2000,3000)
Foster Youth State Grant
\$572
(OBJ 2000,3000)

ESTIMATED ACTUAL
Unrestricted General Fund
\$193
(OBJ 2000,3000)
Foster Youth State Grant
\$572
(OBJ 2000,3000)

ACTIONS / SERVICES

Action

3

Actions/Services

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

ACTUAL
Salary and activities (1 per month) to support the mentor program for foster youth. Activities included: paint night, attending professional sports events, museums and culture events.

Expenditures

BUDGETED
Foster Youth State Grant
\$123,971
(OBJ 2000,3000)

ESTIMATED ACTUAL
Foster Youth State Grant
\$117,117
(OBJ 2000,3000)

ACTIONS / SERVICES

Action

4

Actions/Services

PLANNED
Update foster youth services by gathering data from child welfare, probation, mental health, and school districts to outline needed services. Continue to implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the

ACTUAL
Salary to support staff support to districts to coordinate services and provide education related information to districts regarding their enrolled foster youth..

delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient, expeditious transfer of health and education records, and is updated on a regular basis to assure foster youths' needs are being met.

Expenditures

BUDGETED
Foster Youth State Grant
 \$5,037
 (OBJ 2000,3000)

ESTIMATED ACTUAL
 Foster Youth State Grant
 \$5,683
 (OBJ 2000, 3000)

ACTIONS / SERVICES

Action **5**

Actions/Services

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

ACTUAL
 Salary to support staff time to connect with key stakeholders via the Foster Youth Local Advisory Group.

Expenditures

BUDGETED
Unrestricted General Fund
 \$204
 (OBJ 1000,3000)
Foster Youth State Grant
 \$387
 (OBJ 2000,3000)

ESTIMATED ACTUAL
 Unrestricted General Fund
 \$220
 (OBJ 1000,3000)
 Foster Youth State Grant
 \$387
 (OBJ 2000,3000)

ACTIONS / SERVICES

Action **6**

Actions/Services	PLANNED Provide extra out of school tutoring as agreed upon by the County Office and Districts in Sutter County, for additional support in improving academic achievement and establishing a one-on-one relationship with each foster youth.	ACTUAL Staffing to support the salary of a PASS assistant to coordinate academic supports for students and provide a one-on-one relationship for identified foster youth.
Expenditures	BUDGETED Foster Youth State Grant \$15,045 (OBJ 2000,3000)	ESTIMATED ACTUAL Foster Youth State Grant \$17,025 (OBJ 2000, 3000)

ACTIONS / SERVICES

Action **7**

Actions/Services	PLANNED Relationships with foster youth will be improved by assigning a staff member to provide individual support.	ACTUAL PASS assistant assigned to students. (see action 6)
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

ACTIONS / SERVICES

Action

8

Actions/Services

PLANNED
Increase the participation of foster parents, community partners, and other school district representatives in the Foster Youth Local Advisory Group.

ACTUAL
Services coordinated by IPP staff. (see action 4)

Expenditures

BUDGETED
\$0

ESTIMATED ACTUAL
\$0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Intervention and Prevention (IPP) staff of the Sutter County Superintendent of Schools coordinate services for Foster Youth. The development of a mentor program by this department has been a positive addition to the services provided to Foster Youth. Additionally, as changes occur in the Education Code around the needs of Foster Youth, the IPP department provides updates to district foster youth liaisons both in person and in coordinated trainings. The staff is also working hard to ensure that our district stakeholders have the tools they need to support the specific needs of foster youth.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services outlined in this goal are effective and have been completed. There is a continued need to be able to provide as much training as possible to foster youth liaisons to better serve students who have been identified as enrolled in our local school districts, as well as, provide regular updates on "hot topics" to support this high-risk group. The recent Continued Care Reform (CCR) will continue to influence the work of this department as more students may be coming to the local schools based on the outcome of this reform.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Cost of staff was lower than expected (action 1) due to a resignation.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal, metrics and actions/services will be refined to better align with the Foster Youth Services Coordinating Program outcomes as outlined in the California Department of Education Coordinating Program Plan to ensure that services are consistent and meet the needs of our local districts as outlined in the districts Local Control Accountability Plans. This modified goal is now goal number 3.

Annual Update

LCAP Year Reviewed: 2016-17

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Ten percent of expelled youth will return to their home schools or graduate from FRA.
2. A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement shall be monitored, and appropriate documentation maintained. This plan may involve: placement in FRA day program or independent study

ACTUAL

1. Sixty-eight expelled youth enrolled at FRA, four returned to their home school and four graduated from FRA in the 16-17 school year. Which is a twelve return rate.
2. Rehabilitation plans are created for students who have met the conditions of their expulsion. This plan is presented to the district of residence for consideration when determining continued placement.

ACTIONS / SERVICES

Action **1**

Actions/Services	<p>PLANNED Update countywide expulsion plan and continue to monitor for effectiveness with all districts. Begin discussion regarding updates and revisions of the plan in the upcoming three-year cycle.</p>	<p>ACTUAL The team had initial meetings regarding plan updates. Formal meetings will continue in the 2017-18 school year for plan updates and revisions completed based on the three-year cycle.</p>
Expenditures	<p>BUDGETED Unrestricted General Fund \$275 (OBJ 2000,3000) \$317 (OBJ 1000,3000)</p>	<p>ESTIMATED ACTUAL Unrestricted General Fund \$113.47 (OBJ 2000, 3000) \$365.51 (OBJ 1000, 3000)</p>

ACTIONS / SERVICES

Action **2**

Actions/Services	<p>PLANNED Quarterly meetings will be held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.</p>	<p>ACTUAL Meetings are conducted quarterly by the school principal to discuss readmission and terms of expulsion.</p>
Expenditures	<p>BUDGETED Title I \$14,131 (OBJ 1000,3000)</p>	<p>ESTIMATED ACTUAL Title 1 \$14,392 (OBJ 1000, 3000)</p>

ACTIONS / SERVICES

Action **3**

<p>Actions/Services</p>	<p>PLANNED Each student who enrolls at Feather River Academy must attend an orientation with their parent(s)/guardian. One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is reviewed, and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.</p>	<p>ACTUAL Orientation meetings are conducted with each student by the school counselor.</p>
<p>Expenditures</p>	<p>BUDGETED Title I \$9,010 (OBJ 1000, 3000)</p>	<p>ESTIMATED ACTUAL Title 1 \$6,907 (OBJ 1000, 3000)</p>

ACTIONS / SERVICES

Action **4**

<p>Actions/Services</p>	<p>PLANNED Meet with Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan.</p>	<p>ACTUAL Meetings to identify immediate gaps were held monthly. A countywide stakeholder team will begin meetings in the 2017-18 school year for plan updates and revisions that need to be completed based on the three-year cycle.</p>
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Expenditures

BUDGETED
Unrestricted General Fund
\$564
(OBJ 1000,3000)

ESTIMATED ACTUAL
Unrestricted General Fund
\$536
(OBJ 1000, 3000)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

2016-17 was the second year of the current county office of education expulsion plan. During the 16-17 school year the largest district had a change in staffing which resulted in new discussions about plan elements. The beginning discussions were productive and the team will finalize any updates and changes to the plan during the 17-18 school year.

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

The data collected regarding expelled youth has been difficult to track. As we have identified this need we have purchased additional software and developed procedures to ensure that we are tracking the expelled youth in a more comprehensive manner. One of the other elements of concern is the ability for students to return to their home school. When updating the plan for expelled youth one of the areas of focus will be to add clarity to this area of the plan to ensure all districts have the same understanding of the return process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences are noted.

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

No changes will be made to this goal, expected outcomes, metrics or actions and services. It is indicated as goal number 4.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Introduction

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

How Data was Collected

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

With Whom did the COE Consult and When

FRA Parents

Parent survey provided at back-to-school night and the annual community dinner open house. August 2016 (58 attendees, 15 responses) and May 18, 2017 (over 100 attendees, many of which were children, resulting in 13 completed surveys)

School Site Council Meetings. September 20, 2016, November 12, 2016, January 24, 2017 and March 28, 2017

Parent discussion during all school meetings including but not limited to, parent conferences, IEP meetings, new student orientations and student planning meetings. August 2016- May 2017

California Healthy Kids Survey. September 2017 – June 2017

Community-Based Agencies and Other Partners

Foster Youth Liaison Meetings with district personnel at school sites. Weekly – September 2016- May 2017

Foster and Homeless Youth District Liaison training. November 15, 2016

FIT Community Partner Meetings Second and Fourth Tuesday monthly August 2016 – June 2017

Continued Care Reform (CCR) Advisory October 6, 2016, November 3, 2016, April 6, 2017, May 4, 2017, June 1, 2017

Mental Health Collaborative (AB2246 workgroup). April 24, 2017 and May 2, 2017

Superintendents Coordinating Council. monthly September 2016-June 2017

COE Staff

Superintendents Cabinet. Two times per month July 2016 – June 2017

Consultation meetings with bargaining unit leadership. July 2016 - June 2017

Monthly meeting with Foster Youth Coordinator. July 2016 – June 2017

Monthly meeting with FRA administrator. August 2016- June 2017

Special Education Staffing at Feather River Academy. Twice monthly August 2016 – June 2017

FRA Staff meetings. Twice monthly August 2016 – June 2017

FRA Students

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

California Healthy Kids Survey. September 2016

Timeline for Stakeholder Engagement

Data collection as detailed above. July 2016- June 2017

Public Hearing. June 21, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

Stakeholder engagement related to the process for the annual review of the 2016-17 school year was incorporated as identified needs for revisions and adjustments. In addition, goals and aligned actions and services included in the 2017-18 LCAP were adjusted and amended accordingly. The annual update was positively impacted through stakeholder engagement insofar as progress reports were regular and ongoing throughout the school year as described above. Stakeholder input based on regular reviews of the data was integral to identifying areas where progress was deemed sufficient. In addition, a public hearing was held in which COE staff provided a detailed account of progress to the County Board of Education. This account specifically identified areas of strength and weakness. Areas of weakness were the target of direct discussion including

how the LCAP goals, actions and services were adjusted to better meet the needs identified. As an example, the action of creating pacing guides and providing instructional coaching was not met and as a result a renewed focus on how to ensure this action was completed was identified and strategies discussed. In this way, the spirit of ongoing improvement has been honored and the COE efforts to provide a transparent analysis of its work to better serve students have resulted in the revisions necessary to demonstrate ongoing improvement. The greatest area of need that was identified by stakeholders was the desire to have the multiple plans, WASC, LEAP, SPSA, aligned to help stakeholders understand the desired outcomes. The 2017-18 LCAP has been written to be the best representation of the consistent goals of all the plans to honor the request of stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rates	17%	Increase 1%	Increase 2%	Increase 3%
All students (including English Learners) will be instructed in	1 teacher	3 teachers	5 teachers	All teachers

standards based materials				
CAASPP Scores	<p>ELA – 11.4%</p> <p>Math – 6.1 %</p> <p>Science – pilot baseline to be established in 2017-18 school year</p>	<p>ELA – 12.4%</p> <p>Math – 7.1%</p> <p>Science – baseline year</p>	<p>Continue review of materials presented to SBE for recommendation.</p> <p>Consider piloting materials ELA –13.4 %</p> <p>Math - 8.1%</p> <p>Science – baseline + 1 %</p>	<p>ELA – 14.4%</p> <p>Math – 9.1 %</p> <p>Science – baseline + 1 %</p>
Overall Chronic Absenteeism	45.2 %	44.2%	43.2%	42.2%
Truancy rates as self-reported in the California Healthy Kids Survey	29%	27%	25%	23%
Chronic Absenteeism for all subgroups	<p>Black (non Hispanic) – 100%</p> <p>Foster- 100%</p> <p>Hispanic – 54.9%</p> <p>Homeless – 83.3%</p> <p>LEP – 33.3 %</p> <p>Redesignated - 50 %</p> <p>Socio-Economical – 50.6%</p> <p>Special Education – 56.3%</p>	<p>Black (non Hispanic) – 99%</p> <p>Foster- 99%</p> <p>Hispanic – 53.9%</p> <p>Homeless – 82.3%</p> <p>LEP – 32.3 %</p> <p>Redesignated - 49 %</p> <p>Socio-Economical – 49.6%</p> <p>Special Education – 55.3%</p>	<p>Black (non Hispanic) – 98%</p> <p>Foster- 98%</p> <p>Hispanic – 52.9%</p> <p>Homeless – 81.3%</p> <p>LEP – 31.3 %</p> <p>Redesignated - 48 %</p> <p>Socio-Economical – 48.6%</p> <p>Special Education – 54.3%</p>	<p>Black (non Hispanic) – 97%</p> <p>Foster- 97%</p> <p>Hispanic – 51.9%</p> <p>Homeless – 80.3%</p> <p>LEP – 30.3 %</p> <p>Redesignated - 47 %</p> <p>Socio-Economical – 47.6%</p> <p>Special Education – 53.3%</p>
Access to technology in all classrooms	60 Chromebooks	90 Chromebooks	120 Chromebooks	150 Chromebooks

Long Term English Learners	33.3%	32.3%	31.3%	30.3%
WASC Accreditation	Schoolwide Action Plan	Implement and refine Schoolwide Action Plan One-day team revisit	Implement and refine Schoolwide Action Plan	Implement and refine Schoolwide Action Plan and begin Focus on Learning Self-Study Process in preparation for team visit
Reclassification Rates	16% RFEP	17 %	18%	19%
Progress on CELDT	15 English Learners	11	10	9
EAP	9.1 %	10%	11%	11%
A-G completion rate for UC/CSU	0 completion	1 completed	2 completed	2 completed
Career Technical Education	0 Completers 0 Concentrators	0 Completer 5 Concentrators	0 Completer 5 Concentrators	1 Completer 5 Concentrators

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement, school culture and good instruction. Including a focus on ensuring that WASC accreditation is maintained by following and implementing the practices outlined in the Focus on Learning Schoolwide action plan.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$32,318		
Source	Unrestricted General Fund		
Budget Reference	1000, 3000		

Action **2**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Review current curriculum and make purchases as needed. Align instruction to state standards for ELA (including ELD), Math and NGSS. Review content frameworks and use the frameworks as guides to implement standards aligned and rigorous instruction. Ensure textbooks and other curricular items meet Williams Sufficiency requirements.</p>	<p>Review current curriculum and make purchases as needed. Align instruction to state standards for ELA (including ELD), Math, NGSS and History/Social Science. Review content frameworks and use the frameworks as guides to implement standards aligned and rigorous instruction.</p>	

BUDGETED EXPENDITURES

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

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$74,484	Amount _____	Amount _____
Source Unrestricted General Fund (\$64,484) Lottery (\$6,000)	Source _____	Source _____

Budget Reference

5700, 5800, 4300

Budget
Reference

Budget
Reference

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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

BUDGETED EXPENDITURES

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

Action **5**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Master schedule course offerings will align with the needs of all students, including unduplicated students and those with exceptional needs to ensure access to a broad course of study, meet graduation requirements, CSU or UC entrance requirements, career technical education standards and designed to support the basic skills needs and interventions that support student achievement of all students. Staff will be assigned to courses based on credentials held. If appropriately credentialed staff is not available efforts will be made to purchase services (i.e. online learning) to meet student</p>		

credit needs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$607,892	Amount		Amount	
Source	Unrestricted General Fund (\$599,392) Title 1 Part A (\$8,500)	Source		Source	
Budget Reference	1000, 3000, 5800	Budget Reference		Budget Reference	

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional development and instructional coaching will be provided to staff to support the use of strategies to support English Learners, especially long-term English Learners, support the needs of RFEP students, foster youth, homeless and students who are victims of crime.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="Duplicated (Goal 1 Action 1)"/>	Amount <input type="text"/>	Amount <input type="text"/>

Source

Source

Source

Budget
Reference

Budget
Reference

Budget
Reference

Action **7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Instructional coaching for staff to support implementation of standards and common assessments for all students including those identified as English Learners or have exceptional needs.		

BUDGETED EXPENDITURES

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

Action **8**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
	<u>Scope of Services</u>		<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize personalized learning plans which will be developed with students within the first week of attendance. These parent/ student meetings provide an opportunity for additional parent involvement.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$14,263	Amount:	Amount:
Source: Unrestricted General Fund	Source:	Source:

Budget Reference	<input type="text" value="1000,3000"/>	Budget Reference	<input type="text"/>	Budget Reference	<input type="text"/>
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Action **9**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students, provide intervention and prevention activities and improve stakeholder engagement for all students including those with exceptional needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

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

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

PLANNED ACTIONS / SERVICES

Action **10**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,000	Amount:	Amount:
Source: Unrestricted General Fund (\$3,000) Title 1 Part A (\$5000)	Source:	Source:

Budget
Reference

4300, 5800

Budget
Reference

Budget
Reference

PLANNED ACTIONS / SERVICES

Action **11**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase ELD intervention materials as needed		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000	Amount:	Amount:
Source: Unrestricted General Fund	Source:	Source:
Budget Reference: 4300	Budget Reference:	Budget Reference:

PLANNED ACTIONS / SERVICES

Action **12**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Improve relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis.		

BUDGETED EXPENDITURES

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

New

Modified

Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Suspension Rates:

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

School Climate:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Selected CHKS School Environmental Scales	Caring Adults – 26% School connectedness – 31% Academic Motivation – 16%	Caring Adults – 28% School connectedness – 33% Academic Motivation –	Caring Adults – 30% School connectedness – 35% Academic Motivation –	Caring Adults – 32% School connectedness – 37% Academic Motivation – 23%

		18%	20%	
Suspension Rates	42%	40%	38%	36%
Coordinate with County Probation to have dedicated services by a probation officer	20 hours per week	20 hours per week	20 hours per week	20 hours per week
Implementation of The Nurtured Heart Approach	2 classrooms	4 classrooms	6 classrooms	All classrooms
Williams Compliance	All facilities and materials will be maintained as "good" per Williams report	Good	Good	Good
Dropout Rates (Middle/High School)	N/A COE Operated School for expelled youth	N/A	N/A	N/A

PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Contribute to probation officer salary as needed.		

BUDGETED EXPENDITURES

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

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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

2017-18	2018-19	2019-20
Amount <input type="text" value="15,000"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text" value="Unrestricted General Fund"/>	Source <input type="text"/>	Source <input type="text"/>

Budget Reference

4300,5800

Budget
Referenc
e

Budget
Referenc
e

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staff training and instructional coaching to support implementation of Nurtured Heart Approach. All staff trained.	Staff training and instructional coaching to support implementation of Nurtured Heart Approach. Any new staff trained.	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,000	Amount: 5,000	Amount:
Source: Title 1 Part A (\$8,796) Unrestricted General Fund (\$11,204)	Source: Title 1 Part A	Source:

Budget
Reference

1000, 2000, 3000, 5800

Budget
Reference

1000, 2000, 3000, 5800

Budget
Reference

New Modified Unchanged

Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Support for Foster Youth	4.55% (out of 5) report that the information they are receiving from the Intervention and Prevention staff will increase the quality of services to students and families. 26 respondents out of 28 surveyed	5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.	5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.	5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.
Foster Youth/Mentor Match	10 mentees/mentors	11mentees/mentors	12 mentees/mentors	13 mentees/mentors

Foster Youth
Executive Advisory
Council meetings

1 meeting

4 meetings

4 meetings

4 meetings

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)} Foster Youth _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Ensure that all foster youth are identified and served by continuing with research-based programs to identify, engage and track all foster youth countywide. Ensure appropriate placement and minimize changes of placement by continuing to work with child welfare agencies and local districts.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$41,568	Amount	Amount

Source	Foster Youth State Grant	Source		Source	
Budget Reference	2000,3000	Budget Reference		Budget Reference	

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] Foster Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Ensure staff who work with foster youth are aware of special needs and laws that pertain to them specifically utilizing professional development and training.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Duplicated (Goal 3, Action 1, 3, 6)	Amount _____	Amount _____
Source _____	Source _____	Source _____

Budget Reference

Budget Reference

Budget Reference

Action **3**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] Foster Youth _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$88,660

Amount

Amount

Source

Foster Youth State Grant

Source

Source

Budget
Reference

2000,3000

Budget
Reference

Budget
Reference

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] Foster Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Update foster youth services by gathering data from child welfare, probation, mental health, and school districts to outline needed services. Continue to implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient, expeditious transfer of health and education records, and is updated on a regular basis to assure foster youths' needs are being met.</p>		

BUDGETED EXPENDITURES

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

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] Foster Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Connect to key stakeholders including social workers, attorneys, and mental health providers promoting communication and collaboration through the Foster Youth Local Advisory Group.		

BUDGETED EXPENDITURES

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

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] Foster Youth _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide extra academic support with a mental health focus as agreed upon by the County Office and Districts in Sutter County, for additional support in improving academic achievement and establishing a one-on-one relationship with each foster youth.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 54,758	Amount	Amount
Source Foster Youth State Grant	Source	Source
Budget Reference 2000,3000	Budget Reference	Budget Reference

New Modified Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expelled youth returning to their home schools or graduate from FRA.	12 % Sixty-eight enrolled Four returned Four graduated	Greater than 10%	Greater than 10%	Greater than 10%
Rehabilitation plans	Plans completed for all eligible students	Plans completed for all eligible students	Plans completed for all eligible students	Plans completed for all eligible students

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] Expelled Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Update countywide expulsion plan and continue to monitor for effectiveness with all districts. Begin discussion regarding updates and revisions of the plan in the upcoming three-year cycle.		

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] <u>Expelled Youth</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Quarterly meetings will be held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,689	Amount:	Amount:
Source: Unrestricted General Fund	Source:	Source:
Budget Reference: 1000, 3000	Budget Reference:	Budget Reference:

PLANNED ACTIONS / SERVICES

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] Expelled Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Each student who enrolls at Feather River Academy must attend an orientation with their parent(s)/guardian. One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is reviewed, and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	Duplicated (Goal 1, Action 9)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] _____ Expelled Youth _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Meet with Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$7,731	Amount	Amount
Source Unrestricted General Fund	Source	Source
Budget Reference 1000, 3000	Budget Reference	Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 383,656

Percentage to Increase or Improve Services:

4.4%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The Minimum Proportionality Percentage for increased or improved services for low-income pupils, foster youth, and English Learners is 100 %. We are meeting the calculated MPP with a blend of quantitative and qualitative measures. Professional development and instructional coaching will be provided to staff to support the use of strategies to support English Learners, especially long-term English Learners, support the needs of RFEP students, foster youth, homeless and students who are victims of crime. We will provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities and provide resources to reduce barriers to accessing education such as transportation options and school supplies. We will focus on relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis and purchase additional education materials, specific to the needs of English Learners if needed. On an LEA wide basis we specifically address unduplicated pupils in goal 1, Actions 10 by providing resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review and in goal 1 Action 12.