

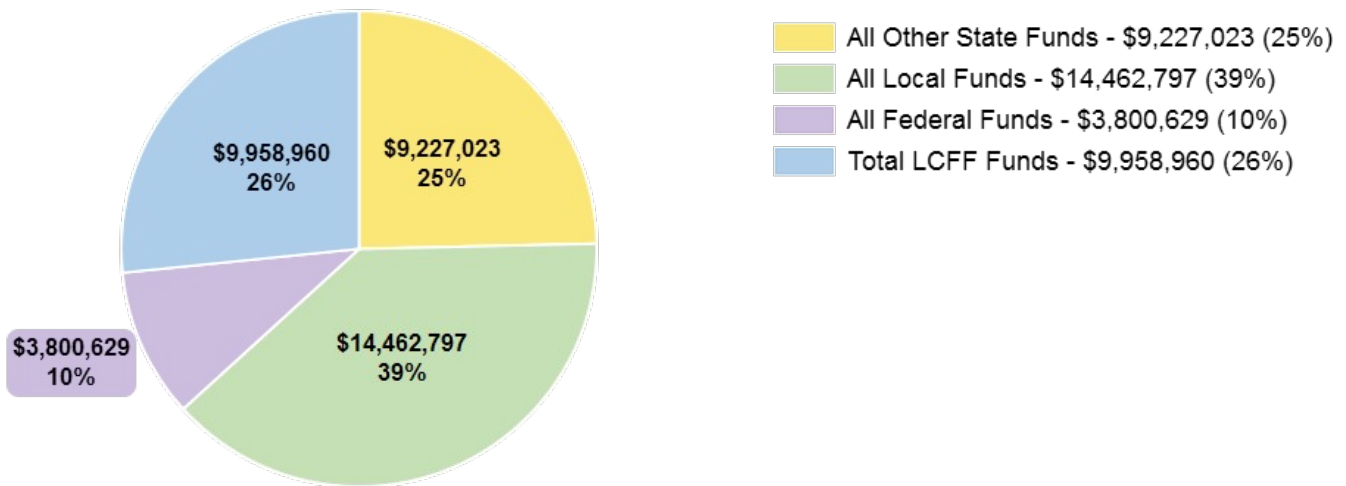
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter County Office of Education  
 CDS Code: 51105120000000  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA Contact Information: Tom Reusser | TomR@sutter.k12.ca.us | 530-822-2931

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

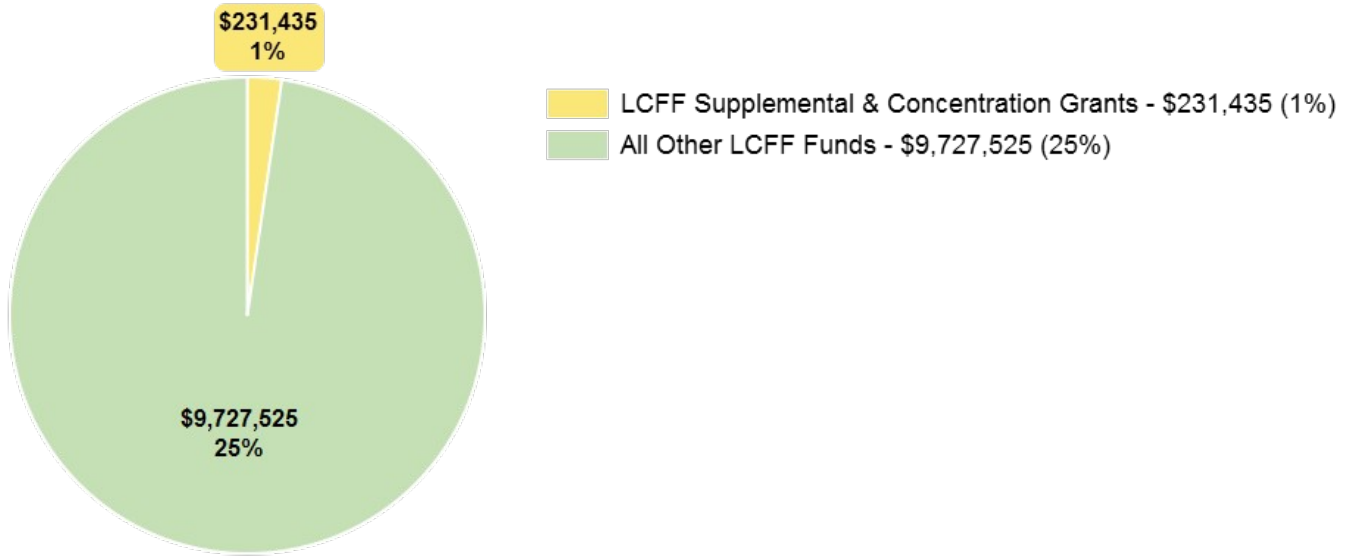
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$9,227,023	25%
All Local Funds	\$14,462,797	39%
All Federal Funds	\$3,800,629	10%
Total LCFF Funds	\$9,958,960	26%

## Breakdown of Total LCFF Funds



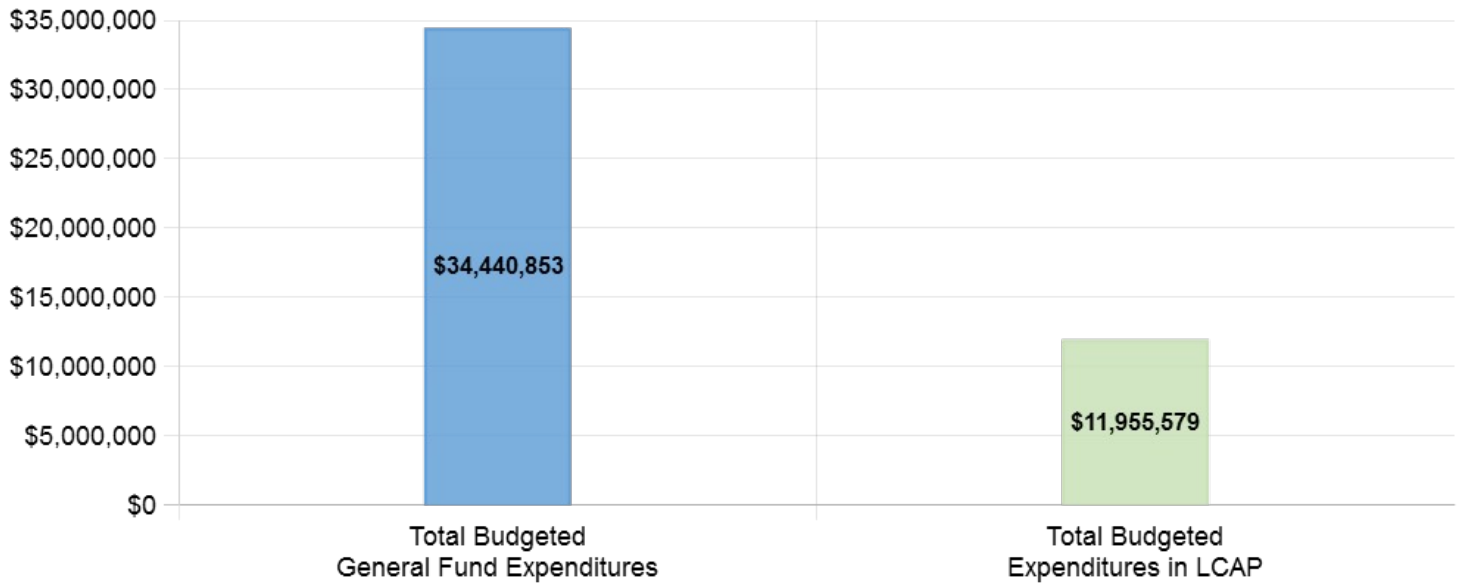
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$231,435	1%
All Other LCFF Funds	\$9,727,525	25%

*These charts show the total general purpose revenue Sutter County Office of Education expects to receive in the coming year from all sources.*

The total revenue projected for Sutter County Office of Education is \$37,449,409, of which \$9,958,960 is Local Control Funding Formula (LCFF), \$9,227,023 is other state funds, \$14,462,797 is local funds, and \$3,800,629 is federal funds. Of the \$9,958,960 in LCFF Funds, \$231,435 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$34,440,853
Total Budgeted Expenditures in LCAP	\$11,955,579

*This chart provides a quick summary of how much Sutter County Office of Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Sutter County Office of Education plans to spend \$34,440,853 for the 2019-20 school year. Of that amount, \$11,955,579 is tied to actions/services in the LCAP and \$22,485,274 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

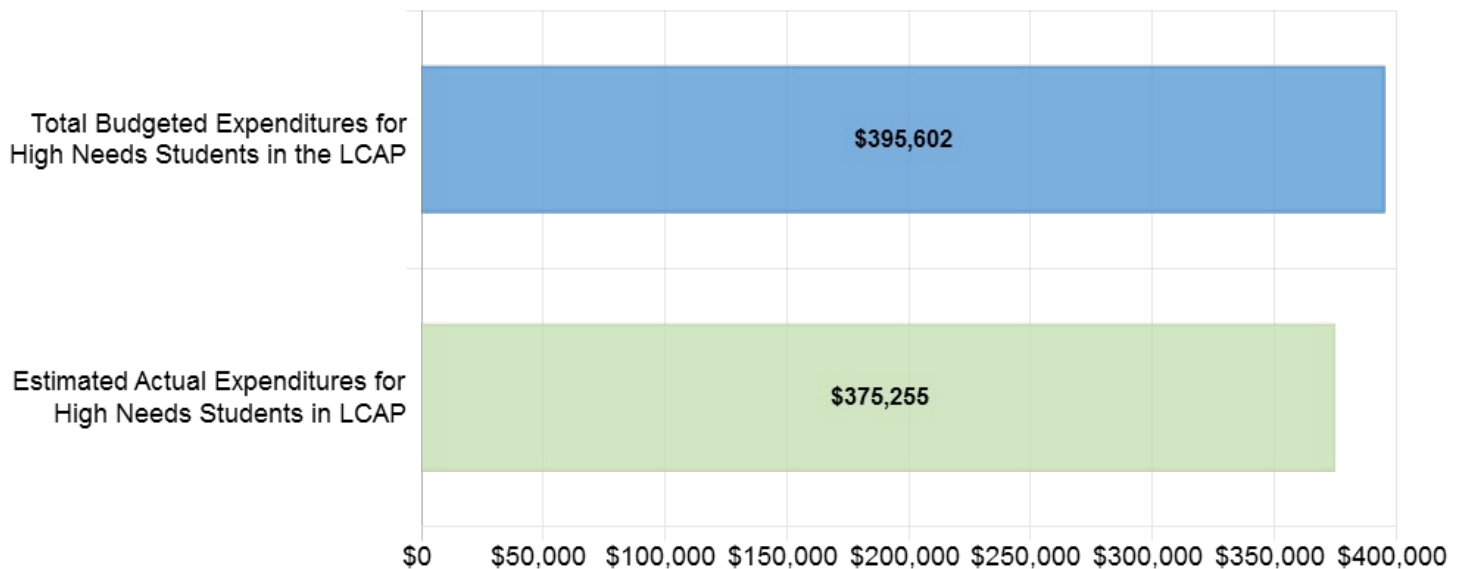
The general fund operating expenses of the Sutter County Office of Education support services beyond schools and students such as fiscal services and administration of non student related programs, contracted services such as maintenance, business, special education, technology, routine maintenance on equipment, buildings, and vehicles.

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Sutter County Office of Education is projecting it will receive \$231,435 based on the enrollment of foster youth, English learner, and low-income students. Sutter County Office of Education must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Sutter County Office of Education plans to spend \$304,871 on actions to meet this requirement.

# Update on Increased or Improved Services for High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$395,602
Estimated Actual Expenditures for High Needs Students in LCAP	\$375,255

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

In 2018-19, Sutter County Office of Education's LCAP budgeted \$395,602 for planned actions to increase or improve services for high needs students. Sutter County Office of Education estimates that it will actually spend \$375,255 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$20,347 had the following impact on Sutter County Office of Education's ability to increase or improve services for high needs students:

Due to declining enrollment, estimated actuals were less than the budget expenditures.

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

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: 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 Office of  
Education

## Contact Name and Title

Tom Reusser

Superintendent

## Email and Phone

TomR@sutter.k12.ca.us

530-822-2931

## 2017-20 Plan Summary

### The Story

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 30-75 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 nor do students drop out of FRA but instead are returned to their district of residence for not meeting the obligations of their expulsion plan. Therefore, you will not see reference to dropout rates for middle or high school students..

2018-19 update: The enrollment at FRA is declining. As a result, several meetings were held with a variety of stakeholders to develop a new model to serve expelled youth. That resulted in a staff reduction at FRA for the 2018-19 school year and the implementation of a bill back model to those districts who send students to FRA.

2019-20 update: Although enrollment declined significantly, students referred require much more support. To provide this support and meet the increasing needs of our students, FRA added an additional .5 FTE (2.5 FTE increased to 3 FTE) teacher half way through the 18-19 school year and continuing into the 19-20 school year. A full time counselor to provide more academic and social emotional support for students was also added for the 19-20 school year.

## LCAP Highlights

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

A new goal will be added in 2019-20 to improve career readiness for middle and high school students.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.

## Greatest Progress

Graduation Rate Indicator - although the number of students does not allow for a performance color to be identified, 70.8% of students graduated which represents an increase of 26.4%. 72.7% of "Hispanic" students graduated which represents an increase of 43.3%. 71.4% of "socioeconomically disadvantaged" students graduated which represents an increase of 29.8%.

Feather River Academy will continue to offer credit recovery opportunities to all students, especially those nearing graduation. College courses will be made available to take on campus, as well as, dual enrollment opportunities through the local community college. ROP will offer courses to encourage graduation and placement in the workforce following high school completion. FRA counselor/admin will meet, at a minimum, quarterly with students to review progress and update each students' Individual Learning Plan and goals towards graduation. Students will be scheduled based on their needs, and the

Master Schedule and course offerings will be determined based on those needs.

Referring to the California School Dashboard, 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 obtained a MTSS grant for \$50,000 and 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.

According to the Fall 2018 CA Schools Dashboard

Chronic Absenteeism Indicator - "All Students" (238 students) are in the "red" Performance category with 37.8% of students are identified as being chronically absent. This represents a change of 0.3% from 2017-18.

College/Career Indicator - "All Students" (52 students) are in the "Red" performance category with 0% of students identified as being prepared. The represents a chance of 1.5% fro 2017-18.

Suspension Rate Indicator - "All Students" (525 students) are in the Orange" performance category with 15.6% of students being suspended at least once. This represents a "decline" of .4% from 2017-18.

EL Progress Indicator - 80.3% of the 71 identified English learners who took the ELPAC Summative Assessment in the spring of 2018 scored at Level 1 - Beginning Stage. 5.6% scored at Level 2, 9.9% scored at Level 3, and 4.2% scored at Level 4.

Referring to the California School Dashboard, 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

None Identified

## Comprehensive Support and Improvement

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

## Schools Identified

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

None

## Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

n/a

## Monitoring and Evaluating Effectiveness

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

n/a



# Annual Update

## LCAP Year Reviewed:

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

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

### Expected

Metric/Indicators:

Graduation rates of expelled youth will increase

2018-19:

Increase 2%

### Actual

Graduation Rate

2016-17 - 17%

2017-18 - 50%

2018-19 - 67%

### Expected

Metric/Indicators:

Students will be instructed in standards based materials by supporting teachers with Instructional Coaching

2018-19:  
5 teachers

Metric/Indicators:

CAASPP scores will increase

2018-19:  
Continue review of materials presented to SBE for recommendation.  
Consider piloting materials  
ELA –13.4 %  
Math - 8.1%  
Science – baseline + 1 %  
ELA – 14.4%  
Math – 9.1 %  
Science – baseline + 1 %

### Actual

Number of teachers using standards based materials

2016-17 - 1 teacher  
2017-18 - 6 teachers  
2018-19 - 3.5 teachers

Teachers reviewed Science materials

No materials were piloted

2016-17  
ELA – 3.7%  
Math – 0%

2017-18  
ELA – 6.25%  
Math -6.67%  
Science – baseline

2018-19 - DATA PENDING - RESULTS NOT AVAILABLE  
ELA –  
Math -  
Science –

### Expected

Metric/Indicators:

Overall chronic absenteeism rates will decrease

2018-19:

43.2%

Metric/Indicators:

Decrease truancy rates as self-reported in the California Healthy Kids Survey

2018-19:

25%

Metric/Indicators:

Decrease chronic absenteeism for all subgroups

2018-19:

Black (non Hispanic) – 100% (1 student)

Foster- 0% (0 students)

Hispanic – 52.9% (18 students)

Homeless – 0% (0 students)

LEP – 66.7% (2 students)

Redesignated - 45.5% (5 students)

Socio-Economical – 40.7% (22 students)

Special Education – 66.7% (8 students)

### Actual

Chronic Absenteeism Rates

2016-17 - 43.2%

2017-18 - 48.7%

2018-19 - 42.1%

Truancy Rates per CHKS

2016-17 - 29%

2017-18 - Not Administered

2018-19 - Results not available

Chronic Absenteeism Rates for Subgroups per Fall 2018 Dashboard

**Expected**

Metric/Indicators:

Increase access to technology in all classrooms

2018-19:

120 Chromebooks

Metric/Indicators:

Decrease the number of Long Term English Learners

2018-19:

31.3%

Metric/Indicators:

Maintain WASC Accreditation

2018-19:

Implement and refine Schoolwide Action Plan

**Actual**

Number of Chromebooks in classrooms

2016-17 - 60 Chromebooks

2017-18 - 70 Chromebooks

2018-19 - 70 Chromebooks

Number of Long Term English Learners

2016-17 - 33%

2017-18 - 7%

2018-19 - 0%

Implemented and refine the Schoolwide Action Plan

## Expected

Metric/Indicators:

Increase the number of English learners moving towards proficiency as measured by the CELDT/ELPAC

2018-19:

1 student

## Actual

According to the Fall 2018 CA School Dashboard, there is not a statistically reliable number to display day, however, local data suggests for the 3 students, 2017-18 Summative ELPAC data reflects the following:

Level 1 -

Level 2 - 1 student

Level 3 - 2 students

Level 4 -

Preliminary 2018-19 Summative ELPAC data for the 2 students has not been made available yet

Metric/Indicators:

English Learner Reclassification Rate

2018-19:

1 student

English learner Reclassification Rate

2016-17 - 0 students

2017-18 - 1 student

2018-19 - 1 student

Metric/Indicators:

Student Attendance Rates

2018-19:

50%

Student Attendance Rates

2016-17 - 46%

2017-18 - 78.5%

2018-19 - 74.3%

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>All teachers were provided professional development and coaching by the Educational Services Department at Sutter County Superintendent of Schools. Approximately 70 hours were spent on lesson development and planning. Teachers were provided ongoing feedback in order to improve lesson delivery. 2 teachers attended the California Consortium for Independent Study Conference in January 2019 1 teacher attended WASC training in January/February 2019 WASC practices were a regular standing agenda item on all staff meeting agendas</p>	<p>\$16,142</p>	<p>\$25,971</p>

### Action 2

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

Current curriculum was reviewed and purchases included: ALEKS, TCI (HSS), Character Development (ELA), Renaissance Learning, and Odysseyware. The Character Counts curriculum was aligned to grade level standards and modified to increase rigor.

\$30,829

\$11,803

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.

There is a 1:1 ratio of Chromebooks to students. Students and teachers use technology on a daily basis in order to improve instruction and increase student engagement. Teachers received regular professional development on integrating technology into lesson design as well as using Google Classroom to improve lesson delivery.

68,101

\$80,261

#### Action 4

##### Planned Actions/Services

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

##### Actual Actions/Services

Although credit recovery opportunities were offered 1 week in October and 1 week in March, no students attended. 15 students did attend the 4 week Summer ESY program.

##### Budgeted Expenditures

\$14,833

##### Estimated Actual Expenditures

\$13,239

#### Action 5

##### Planned Actions/Services

##### Actual Actions/Services

##### Budgeted Expenditures

##### Estimated Actual Expenditures



Master schedule course offerings will align with student needs to meet graduation requirements and designed to support the basic skills needs and interventions that support student achievement. Staff will be assigned to courses based on credentials held. If appropriately credentialed staff is not available efforts will be made to purchase services (i.e. online learning) to meet student credit needs.

The master schedule reflects and is driven by student Individual Learning Plans (ILP). Staff are appropriately assigned to courses based on the credentials held. There was no need to purchase services in order to meet student needs.

\$298,628

\$311,915

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Professional development and instructional coaching will be provided to staff to support the use of strategies to support English Learners, especially long-term English Learners, support the needs of RFEP students, foster youth, homeless, students with exceptional needs and students who are victims of crime.

The English Language Development teacher attended multiple trainings offered by Sutter County Superintendent of Schools in order to effectively administer the Initial and Summative ELPAC. Staff meeting agenda items regularly reflect Trauma Informed Practices and strategies for foster youth, homeless, students with exceptional needs, and students who are victims of crime. 2 staff members attended the Multi-tiered Systems of Support Conference in July 2018.

Duplicated (Goal 1 Action 1)

Duplicated (Goal 1 Action 1 and Action 2)

### **Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Instructional coaching for staff to support implementation of standards and common assessments.

Staff received coaching from the Educational Services department at Sutter County Superintendent of Schools on design and implementation of Summative and Formative Assessments. The Renaissance programs provide data which is used to drive instruction and improve outcomes for students.

Duplicated (Goal 1, Action 1)

Duplicated (Goal 1, Action 1)

### Action 8

#### Planned Actions/Services

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.

#### Actual Actions/Services

Individualized Learning Plans are created for each students within the 1st week and/or the orientation process. Ongoing support is provided to students as needed.

#### Budgeted Expenditures

\$13,710

#### Estimated Actual Expenditures

\$13,985

### Action 9

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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.

Staff was increased by a .5 FTE in January 2019 in order to provide additional support for students.

\$213,231

\$188,283

### Action 10

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review.

Resources provided to students in order to reduce barriers include: The purchasing of bus passes for each student on a monthly basis, door to door transportation and home visits are provided as needed, and basic school supplies are provided for all students.

\$7,500

\$11,203

### Action 11

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Increase ELD intervention materials as needed

Due to decreased numbers of English learners, there were no additional ELD intervention materials needed.

\$1,000

\$0

**Action 12**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Two staff members speak the most common primary languages on campus which allows for increased and improved communication with parents.

Duplicated (Goal 1, Action 9)

Duplicated (Goal 1, Action 9)

## 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 twelve actions of this goal were implemented. Professional learning and development were continued to ensure teachers provided high levels of academic instruction. Chromebooks were used in every classroom, and web-based curriculum was purchased. A total of 5.5 weeks of additional credit recovery opportunities were offered to students to better implement this goal.

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

Alternative Master Scheduling and frequent review of Individual Learning Plans allowed students to be offered courses that better met their individual needs. The purchase and use of new web-based curriculum ensured students made standards-aligned academic progress. Phone calls to parents in the home language were made by bilingual staff members to promote effective communication regarding student progress with parents. The actions and services were better aligned with the revised WASC Schoolwide action plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 Action 1 - estimated actual expenditures were greater than the budgeted expenditures due to an increased amount spent on professional development and additional costs for subs/admin coverage when teachers and admin attended off site conferences. Rather than using a sub, teachers that had been laid off in the previous year were used due to their familiarity with the challenging needs of this particular student group. Daily raters were paid instead of typical sub rates.

Goal 1 Action 2 - estimated actual expenditures were less than the budgeted expenditures due to the decline in enrollment.

Goal 1 Action 3 - estimated actual expenditures were less than the budgeted expenditures due to the decline in enrollment.

Goal 1 Action 10 - estimated actual expenditures were less than the budgeted expenditures due to the decline in enrollment and the decrease in costs to provide bus passes.

Goal 1 Action 11 - estimated actual expenditures were less than the budgeted expenditures due to the decline in enrollment.

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.

In 2019-20 it was estimated that the total number of Chromebooks available to students would be 150. However, due to the decline in enrollment the purchasing of additional devices was not necessary, and will therefor be removed.

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 3, 5

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Metric/Indicators:

Selected CHKS School Environmental Scales will increase

2018-19:

Caring Adults – 30%

School connectedness – 35%

Academic Motivation – 20%

### Actual

2018-19 - DATA IS NOT YET AVAILABLE

Caring Adults – \_\_\_%

School connectedness – \_\_\_%

Academic Motivation – \_\_\_%



### Expected

Metric/Indicators:

Decrease Suspension Rates

2018-19:

38%

Metric/Indicators:

Coordinate with County Probation to have dedicated services by a probation officer a minimum of 20 hours per week

2018-19:

20 hours per week

### Actual

Suspension Rates

2016-17 - 42%

2017-18 - 14.8%

2018-19 - 32%

According to the FA 2018 CA Schools Dashboard:

"All Students" are in the "Yellow" performance category with 14.8% of students being suspended at least once. This represents a "Decline" of 3.3% from the previous year.

"Hispanic Students" are in the "Red" performance category with 19.5% of students being suspended at least once. This represents an "Increase" of 3% from the previous year.

"Socioeconomically Disadvantaged Students" are in the "Orange" performance category with 16.4% of students being suspended at least once. This represents a "Decline" of 4.6% from the previous year.

"White" Students" are in the "Yellow" performance category with 8.8% of students being suspended at least once. This represents a "Decline" of 10.1% from the previous year.

Probation was utilized but not consistently by a dedicated officer.

2016-17 - Full time (20 hours)

2017-18 - Full time (20 hours)

2018-19 - 0 hours

**Expected**

Metric/Indicators:  
 Ensure implementation of The Nurtured Heart Approach in classrooms

2018-19:  
 6 classrooms

Metric/Indicators:  
 Williams Compliance

2018-19:  
 Good

**Actual**

Implementation of the Nurtured Heart Approach in classrooms  
 2016-17 - 2 classrooms  
 2017-18 - 5 classrooms  
 2018-19 - 4 classrooms

Maintained facilities in good repair as per the Facilities Inspection Tool

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

No contribution will be made in 2018-19

No contribution was made to probation services in 2018-19.

0

\$0

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Attendance incentives include:  
 Field Trips/Job Ready Excursions  
 End of month breakfast and/or lunch  
 Meals offered at Back to School Night/Open House

\$3,750

\$1,493

### Action 3

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Staff training and instructional coaching to support implementation of Nurtured Heart Approach. Any new staff trained.

Nurtured Heart training was a standing item on weekly staff meeting agendas.  
 "Tune Ups" were offered by a teacher on staff once a week for staff community, and parents.

\$27,458

\$0

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

Attendance incentives were used to increase student attendance. Career readiness field trips were taken to expose students to a variety of job opportunities in the community. Motivational activities in the form of monthly breakfasts, lunches, and activities were held to encourage students to come to school regularly.

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

Relationships are important at Feather River Academy. The staff continues to use the Nurtured Heart Approach to build positive relationships with all students. There are many factors that play into both relationships and attendance with students. This goal is very important and continues to be an area of focus for improvement at Feather River Academy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 Action 2 - estimated actual expenditures were less than the budgeted expenditures due to the decline in enrollment.  
 Goal 2 Action 3 - estimated actual expenditures were less than the budgeted expenditures due to the opportunity to take part in free follow up courses.  
 No staff attended the Nurtured Heart training originally budgeted for.

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.

There are no significant changes to Goal 2 in 2019-20.



# Goal 3

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 10

**Local Priorities:**

# Annual Measurable Outcomes

## Expected

Metric/Indicators:

Improve services to indicate improvement in county office support to districts for Foster Youth

2018-19:

5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.

## Actual

There is no evidence that a survey was administered

**Expected**

Metric/Indicators:

The number of foster youth matched with mentors to promote college/career transition will increase

2018-19

0 metric eliminated

Metric/Indicators:

The IPP staff will meet with the Foster Youth Executive Advisory Council quarterly and provide quarterly updates to districts

2018-19:

4 meetings

Metric/Indicators:

Foster Youth Liaison Training

2018-19:

Create annual meeting calendar and conduct three formal training sessions in the Fall and three in the Spring.

**Actual**

Metric was eliminated for 18-19

An Executive Advisory Council meeting was held on September 4, 2018

An annual calendar was created that included 2 formal training sessions

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

### Planned Actions/Services

Ensure that all FY are identified and served by continuing with research-based programs to identify, engage and track all FY countywide and ensure appropriate placement by the Intervention and Prevention Programs staff.

### Actual Actions/Services

IPP Staff uses the weekly Calpads list to monitor and identify foster youth placed in Sutter County. Enrollment is verified with each school site and placement is verified with Sutter County Child Welfare. IPP staff are invited and attend Children Family Team (CFT) meetings to address and coordinate school supports.

### Budgeted Expenditures

\$173,871

### Estimated Actual Expenditures

\$175,769

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures



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

IPP staff work collaboratively with SELPA and Special Ed. when a foster student with an IEP has been identified. IPP staff attend IEP and SST meetings as needed. IPP staff attend conferences/trainings and participate in webinars regularly to keep current with laws, and maintain an updated California Foster Care Education Law Fact Sheets provided by California Foster Youth Education Task Force.

Duplicated (Goal 3, Action 1)

Duplicated (Goal 3, Action 1)

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Ensure that foster youth who qualify for Transitioning Age Youth services are supported by the Intervention and Prevention Programs staff in the coordination of services from transitioning to college and career programs through our Educate\*Advocate\*Create program. This program provides assistance with planning development and accessing services with our partnering agencies, employment services, training and colleges for our foster youth to success after high school graduation.

IPP staff meet with high school seniors at the beginning of the school year to continue the process of assessment needs in identifying student goals as they explore college and career opportunities. IPP works closely with high school counselors in tracking students' progress for graduation. There is a partnership with Yuba College Equal Opportunity Programs and Services (EOP&S) to hold workshops for foster students in groups or individual to support in Financial Aid, Yuba College Orientation, Registration and EOP&S application. Foster students interested in employments services are referred to the Sutter County One Stop Youth Services.

Duplicate (see goal 3, action 1)

Duplicate (see goal 3, action 1)

**Action 4**

**Planned Actions/Services**

Update FY services by gathering data from child welfare, probation,

**Actual Actions/Services**

IPP staff monitor and update Foster Youth student data

**Budgeted Expenditures**

Duplicated (Goal 3, Action 1)

**Estimated Actual Expenditures**

Duplicate (see goal 3, action 1)

**Planned Actions/Services**

mental health, and school districts to identify and track the number of FY within our school systems. Continue to implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient, expeditious transfer of health and education records, and is updated on a regular basis to assure foster youths' needs are being met. Ongoing discussions will include establishing a collaborative work between the Intervention and Prevention Programs staff and foster youth agencies/organizations, which will potentially lead into formal agreements. These agreements may include all mandates and entitlements afforded to foster youth, as well as best practices for implementation.

**Actual Actions/Services**

weekly. The process begins with the weekly Calpads list and a monthly social services foster youth list. In addition, School districts are asked to send in quarterly foster youth lists. The lists are cross-referenced with IPP data and information is updated weekly. IPP consistently communicates with school site staff, child welfare, and probation to ensure services and supports are in place for foster students.

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue to hold FYSCP Executive Advisory Council meetings, which the main responsibility is to provide guidance, work in partnerships and to improve system coordination efforts to support the IPP FYSCP program to comply with EC 42920-42926.

An Executive Advisory Council was held September 4, 2018. Information on the number of foster youth identified is shared and the partnering agencies share information on resources available and how to access services. There continues to be discussion on the development of inter agency agreements.

Duplicated (Goal 3, Action 1)

Duplicate (see goal 3, action 1)

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Ensure that each school district and school site has foster youth liaison identified and trained.

IPP has compiled a list of Foster Youth liaisons in the districts. Trainings were offered in the Fall 2018 semester. Staff that were unable to attend the training, had an individual training with the IPP staff.

Duplicate (Goal 3, action 1)

Duplicate (see goal 3, action 1)

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

1. Identify/Verify foster youth student placement
2. Identify/verify current services and support
3. Attend IEP, SST and CFT meetings
4. Case Management-student is referred, identify needs, case will remain open until all concerns have been addressed or resolved.
5. Technical Assistance with school districts liaisons
6. Professional Development

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

The overall effectiveness of the actions/services and implementation ensures that foster youth students are not being missed. All services identified are tracked and ensure that services are accounted for and services provided are uncomplicated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no significant differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

There will be no changes to Goal #3 in 2019-20.



# Goal 4

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

## State and/or Local Priorities addressed by this goal:

State Priorities: 9

Local Priorities:

## Annual Measurable Outcomes

### Expected

Metric/Indicators:  
10% of expelled youth will return to their home schools or graduate from FRA

2018-19:  
Greater than 10%

### Actual

Expelled youth that returned to home school or graduated from FRA  
2016-17 - 12%  
2017-18 - 27% (24/90; 8 graduated, 16 back to home district)  
2018-19 - 29.5% (21/71; 6 graduated, 9 back to home district, 6 currently clearing)

**Expected**

Metric/Indicators:

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

2018-19:

Plans completed for all eligible students

**Actual**

A plan is created for every students, reviewed quarterly with parents and students, and readmission considered.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

Monitor for effectiveness of countywide expulsion plan. Maintain data regarding changes, updates and revisions of the plan for the upcoming three-year cycle.

**Actual Actions/Services**

Countywide expulsion plan is monitored regularly for effectiveness.

**Budgeted Expenditures**

\$7,944

**Estimated Actual Expenditures**

\$6,430

**Action 2**



**Planned Actions/Services**

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.

**Actual Actions/Services**

Quarterly meetings are held with all expelled youth and readmission is considered based on the outcome.

**Budgeted Expenditures**

\$15,081

**Estimated Actual Expenditures**

\$15,383

**Action 3**

**Planned Actions/Services**

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.

**Actual Actions/Services**

Each enrolled students completes an orientation with the Principal and/or School Counselor. The rehabilitation plan is reviewed and clear expectations set.

**Budgeted Expenditures**

Duplicated (Goal 1, Action 9)

**Estimated Actual Expenditures**

Duplicated (Goal 1, Action 9)

**Action 4**

**Planned Actions/Services**

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.

**Actual Actions/Services**

There is regular communication with the Child Welfare and Attendance Director. Gaps in services are discussed, solutions identified, and input and approval of the updated expulsion plan is agreed upon.

**Budgeted Expenditures**

\$7,827

**Estimated Actual Expenditures**

\$6,322

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

All of the four actions/services for this goal were met. Feather River Academy's principal has regular contact with the Child Welfare and Attendance Director to monitor the effectiveness and implementation of the Expelled Youth Plan. The orientation and rehabilitation plan review processes have been improved to ensure every new and continuing student knows the conditions of their expulsion and requirements for returning to the school district.

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

Many of Feather River Academy's expelled youth met the conditions of the expulsion rehabilitation plans and were able to return to their home school. Frequent rehabilitation plan reviews allowed more students to meet their requirements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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.

There are no significant changes to Goal #4 in 2019-20.

# Stakeholder Engagement

LCAP Year: 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, communitybased 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

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 input provided at Back to School Night (August 29, 2018)and the annual community dinner open house (May 21, 2019)

School Site Council Meetings - September 6, 2018 and November 6, 2018

#### FRA Staff

Staff meetings held every other week throughout the school year. Staff regularly visited LCAP goals, actions and services

Parent discussion during all school meetings including but not limited to, parent conferences, IEP meetings, new student orientations and student planning meetings. August 2018 - May 2019

#### Community-Based Agencies and Other Partners

Foster Youth Liaison Meetings with district personnel at school sites. As needed September 2018- May 2019

Foster and Homeless Youth District Liaison training. September 26, 2018

FIT Community Partner Meetings Second and Fourth Tuesday August 2018 – June 2019

Superintendents Coordinating Council. monthly September 2018-June 2019

#### COE Board of Education

January 8, 2019

Public Hearing. June 19, 2019

Board Approval: June 26, 2019

#### COE Staff

Superintendents Cabinet. Two times per month July 2018 – June 2019

Consultation meetings with bargaining unit leadership. June 2018-May 2019

Monthly meeting with Foster Youth Coordinator. July 2018 – June 2019

Monthly meeting with FRA administrator. August 2018- June 2019

Special Education Staffing at Feather River Academy. Twice monthly August 2018– June 2019

FRA Staff meetings. Twice monthly August 2018 – June 2019

#### 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.

#### Timeline for Stakeholder Engagement

Data collection as detailed above. July 2018 - June 2019

## 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 2018-19 school year was incorporated as identified needs for revisions and adjustments. In addition, goals and aligned actions and services included in the 2018-19 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.

The 2019-20 LCAP has been written to be the best representation of the consistent goals of all the plans to honor the request of stakeholders. Due to the enrollment declines for FRA adjustments to staffing and services where made to attempt to balance the services students need and the funding received.

The addition of Goal 5 "Improve career readiness for middle and high school students" was a direct reflection of stakeholder feedback and needs identified throughout various stakeholder engagement sessions.

# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 1

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

**State and/or Local Priorities addressed by this goal:**

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

**Local Priorities:**

**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 and students with exceptional needs.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rates of expelled youth will increase	17%	Increase 1 %	Increase 2%	Increase 3%
Students will be instructed in standards based materials by supporting teachers with instructional coaching	1 teacher	3 teachers	5 teachers	all teachers



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Scores will increase	ELA – 11.4% Math – 6.1 % Science – pilot baseline to be established in 2017-18 school year	ELA – 12.4% Math – 7.1% Science – baseline year	Continue review of materials presented to SBE for recommendation. Consider piloting materials ELA –13.4 % Math - 8.1% Science – baseline + 1 % ELA – 14.4% Math – 9.1 % Science – baseline + 1 %	ELA – 14.4% Math – 9.1 % Science – baseline + 1 %
Overall Chronic Absenteeism will decrease	45.2%	44.2%	43.2%	42.2%
Decrease Truancy rates as self-reported in the California Healthy Kids Survey	29%	27%	25%	23%

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Decrease Chronic Absenteeism for all subgroups

Black (non Hispanic) – 100%  
 Foster- 100%  
 Hispanic – 54.9%  
 Homeless – 83.3%  
 LEP – 33.3 %  
 Redesignated - 50 %  
 Socio-Economical – 50.6%  
 Special Education – 56.3%

Black (non Hispanic) – 99%  
 Foster- 99%  
 Hispanic – 53.9%  
 Homeless – 82.3%  
 LEP – 32.3 %  
 Redesignated - 49 %  
 Socio-Economical – 49.6%  
 Special Education – 55.3%

Black (non Hispanic) – 98%  
 Foster- 98%  
 Hispanic – 52.9%  
 Homeless – 81.3%  
 LEP – 31.3 %  
 Redesignated - 48 %  
 Socio-Economical – 48.6%  
 Special Education – 54.3%

Black (non Hispanic) – 97%  
 Foster- 97%  
 Hispanic – 51.9%  
 Homeless – 80.3%  
 LEP – 30.3 %  
 Redesignated - 47 %  
 Socio-Economical – 47.6%  
 Special Education – 53.3%

Increase access to technology in all classrooms

60 Chromebooks

90 Chromebooks

120 Chromebooks

0 Chromebooks

Decrease the number of Long Term English Learners

33.3%

32.3%

31.3%

30.3%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Maintain 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
Increase the number of English Learners moving towards proficiency as measured by the /CELDT/ELPAC	CELDT being discontinued ELPAC baseline year 2017-18	baseline year	1 student	1 student
English Learner Reclassification rate	0	0	1 student	1 student
Student Attendance Rates	46%	48%	50%	51%

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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.

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.

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

Year	2017-18	2018-19	2019-20
Amount	\$32,318	16,142	\$7,500
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	1000,3000	1000,3000	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

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

New

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

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. Ensure textbooks and other curricular items meet Williams Sufficiency requirements.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$14,898	\$30,829	\$15,000
<b>Source</b>	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
<b>Budget Reference</b>	1000, 3000, 4000	1000, 3000, 4000,5000	1000, 3000, 4000,5000

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

**2017-18 Actions/Services**

Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.

**2018-19 Actions/Services**

Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.

**2019-20 Actions/Services**

Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$74,484	68,101	\$60,000
<b>Source</b>	Unrestricted General Fund (\$64,484) Lottery (\$6,000)	Unrestricted General Fund(\$64,960.13) Lottery (\$3,140.87)	Unrestricted General Fund Lottery
<b>Budget Reference</b>	5700,5800,4300	4000, 5000	4000, 5000

**Action #4**

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

**Students to be Served**

All Students

**Location(s)**

All Schools



**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$23,833

\$14,833

\$14,833

**Source**

Title 1 Part A

Title I, Part A

Title I, Part A

Year	2017-18	2018-19	2019-20
Budget Reference	1000, 3000	1000,3000	1000,3000

## Action #5

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Master schedule course offerings will align with student needs to meet graduation requirements and designed to support the basic skills needs and interventions that support student achievement. Staff will be assigned to courses based on credentials held. If appropriately credentialed staff is not available efforts will be made to purchase services (i.e. online learning) to meet student credit needs.

Master schedule course offerings will align with student needs to meet graduation requirements and designed to support the basic skills needs and interventions that support student achievement. Staff will be assigned to courses based on credentials held. If appropriately credentialed staff is not available efforts will be made to purchase services (i.e. online learning) to meet student credit needs.

Master schedule course offerings will align with student needs to meet graduation requirements and designed to support the basic skills needs and interventions that support student achievement. Staff will be assigned to courses based on credentials held. If appropriately credentialed staff is not available efforts will be made to purchase services (i.e. online learning) to meet student credit needs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$607,892	\$298,628	\$315,000
Source	Unrestricted General Fund (\$599,392) Title 1 Part A (\$8,500)	Unrestricted General Fund (\$292,128) Title I Part A (\$6,500)	Unrestricted General Fund Title I Part A
Budget Reference	1000,3000,5000	1000,3000,5000	1000,3000,5000

### Action #6

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

Professional development and instructional coaching will be provided to staff to support the use of strategies to support English Learners, especially long-term English Learners, support the needs of RFEP students, foster youth, homeless, students with exceptional needs and students who are victims of crime.

Professional development and instructional coaching will be provided to staff to support the use of strategies to support English Learners, especially long-term English Learners, support the needs of RFEP students, foster youth, homeless, students with exceptional needs and students who are victims of crime.

**Budgeted Expenditures**

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

## Action #7

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

New

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Instructional coaching for staff to support implementation of standards and common assessments.

Instructional coaching for staff to support implementation of standards and common assessments.

Instructional coaching for staff to support implementation of standards and common assessments.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	Duplicated (Goal 1, Action 1)	Duplicated (Goal 1, Action 1)	Duplicated (Goal 1, Action 1)
<b>Source</b>	Duplicated (Goal 1, Action 1)	Duplicated (Goal 1, Action 1)	Duplicated (Goal 1, Action 1)
<b>Budget Reference</b>	Duplicated (Goal 1, Action 1)	Duplicated (Goal 1, Action 1)	Duplicated (Goal 1, Action 1)

**Action #8**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

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.

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**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$14,263

\$13,710

\$10,000

Year	2017-18	2018-19	2019-20
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	1000,3000	1000,3000	1000, 3000

## Action #9

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified



**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

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.

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.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$211,378	\$213,231	\$115,000
<b>Source</b>	Unrestricted General Fund (\$115,999) Title 1 Part A (\$26,707) College Readiness Block Grant (\$68,673)	Unrestricted General Fund (\$145,374) Title 1 Part A (\$35,131) MTSS Grant (\$32,726)	Unrestricted General Fund (\$79,869) Title 1 Part A (\$35,131)
<b>Budget Reference</b>	1000,2000,3000	1000,2000,3000	1000,2000,3000

**Action #10**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review.

Provide resources to reduce barriers to accessing education; transportation options, school supplies and ensure facilities meet the expectations of the Williams Act Review.

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**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$8,000	\$7,500	\$15,000
<b>Source</b>	Unrestricted General Fund (\$3,000) Title 1 Part A (\$5000)	Unrestricted General Fund (\$3,500) Title 1 Part A (\$4000)	Unrestricted General Fund (\$13,500) Title 1 Part A (\$1,500)
<b>Budget Reference</b>	4300, 5800	4300,5800	4300,5800

## Action #11

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

New

**2017-18 Actions/Services**

Increase ELD intervention materials as needed

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**2018-19 Actions/Services**

Increase ELD intervention materials as needed

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2019-20 Actions/Services**

Increase ELD intervention materials as needed

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$1,000	\$1,000	\$1,000
<b>Source</b>	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
<b>Budget Reference</b>	4300	4300	4300

**Action #12**

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

Duplicated (Goal 1, Action 9)

Duplicated (Goal 1, Action 9)

Duplicated (Goal 1, Action 9)

**Source**

Duplicated (Goal 1, Action 9)

Duplicated (Goal 1, Action 9)

Duplicated (Goal 1, Action 9)

**Year**

**2017-18**

**2018-19**

**2019-20**

**Budget Reference**

Duplicated (Goal 1, Action 9)

Duplicated (Goal 1, Action 9)

Duplicated (Goal 1, Action 9)

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 3, 5

**Local Priorities:**

### 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Selected CHKS School Environmental Scales will increase	Caring Adults – 26% School connectedness – 31% Academic Motivation – 16%	Caring Adults – 28% School connectedness – 33% Academic Motivation – 18%	Caring Adults – 30% School connectedness – 35% Academic Motivation – 20%	Caring Adults – 32% School connectedness – 37% Academic Motivation – 23%
Decrease Suspension Rates	42%	40%	38%	36%
Coordinate with County Probation to have dedicated services by a probation officer a minimum of 20 hours per week	20 hours per week	20 hours per week	20 hours per week	20 hours per week
Ensure implementation of The Nurtured Heart Approach in classrooms	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

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

New

**2017-18 Actions/Services**

Contribute to probation officer salary as needed.

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

No contribution will be made in 2018-19

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2019-20 Actions/Services**

No contribution will be made in 2019-20

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$40,000	0	\$0
Source	Unrestricted General Fund	0	None
Budget Reference	5800	0	None

**Action #2**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$15,000

\$3,750

\$7,500

<b>Source</b>	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
<b>Budget Reference</b>	4300,5800	4300,5800	4300,5800

### Action #3

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

<b>Students to be Served</b>	<b>Location(s)</b>
All Students	All Schools

**OR**

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

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
N/A	N/A	N/A

### Actions/Services

<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
New	Modified	Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

Staff training and instructional coaching to support implementation of Nurtured Heart Approach. Any new staff trained.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$20,000	\$27,458	\$5,000
<b>Source</b>	Title 1 Part A (\$8,796) Unrestricted General Fund (\$11,204)	MTSS Grant (\$4,367) Title 1 Part A (\$10,187) Unrestricted General Fund (\$10,404) Title II (\$2,500)	Unrestricted General Fund (\$2,500) Title II (\$2,500)
<b>Budget Reference</b>	1000,2000,3000,5800	1000,2000,3000,5800	1000,2000,3000,5800

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 10

**Local Priorities:**

### Identified Need:

2017-18 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.

2018-19  
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.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Improve services to indicate improvement in county office support to districts for Foster Youth</p>	<p>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</p>	<p>5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.</p>	<p>5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.</p>	<p>5 % of those surveyed agree that the information provided by IPP staff will increase the quality of services to students.</p>

The number of foster youth matched with mentors to promote college/career transition will increase

2018-19 - this outcome is no longer relevant based on the changes to the Foster Youth Services Coordinating Program and direct services certification.

10 mentees/mentors

11 mentees/mentors

0 metric eliminated

0 metric eliminated



<p>The IPP staff will meet with the Foster Youth Executive Advisory Council quarterly and provide quarterly updates to districts</p>	<p>1 meeting</p>	<p>4 meetings</p>	<p>4 meetings</p>	<p>4 meetings</p>
<p>Foster Youth Liaison Training</p>	<p>No formal meeting structure</p>	<p>n/a</p>	<p>Create annual meeting calendar and conduct three formal training sessions in the Fall and three in the Spring.</p>	<p>Create annual meeting calendar and conduct three formal training sessions in the Fall and three in the Spring.</p>

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Ensure that all foster youth are identified and served by continuing with research-based programs to identify, engage and track all foster youth countywide and ensure appropriate placement.

Ensure that all FY are identified and served by continuing with research-based programs to identify, engage and track all FY countywide and ensure appropriate placement by the Intervention and Prevention Programs staff.

- a. Ensure that all FY are identified and served by continuing with research-based programs to identify, engage and track all FY countywide and ensure appropriate placement by the Intervention and Prevention Programs staff.
- b. Provide case management for Foster Youth to ensure students are meeting graduating and CCI requirements and provide post-secondary academic counseling to ensure education is

accessible.a. \$173

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$41,568	\$173,871	a. \$173,871 b. See Goal 1, Action 9 (25% of Counselor salary)
<b>Source</b>	Foster Youth State Grant	Foster Youth State Grant	a. Foster Youth State Grant b. Unrestricted General Fund (LCFF)
<b>Budget Reference</b>	2000,3000	2000,3000	a. 2000,3000 b. 1000,3000

### Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

Duplicated (Goal 3, Action 1)

Duplicated (Goal 3, Action 1)

Duplicated (Goal 3, Action 1)

**Source**

Duplicated (Goal 3, Action 1)

Duplicated (Goal 3, Action 1)

Duplicated (Goal 3, Action 1)

**Budget Reference**

Duplicated (Goal 3, Action 1)

Duplicated (Goal 3, Action 1)

Duplicated (Goal 3, Action 1)

## Action #3

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

Foster Youth

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

### 2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Modified

### 2018-19 Actions/Services

Ensure that foster youth who qualify for Transitioning Age Youth services are supported by the Intervention and Prevention Programs staff in the coordination of services from transitioning

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2019-20 Actions/Services

Ensure that foster youth who qualify for Transitioning Age Youth services are supported by the Intervention and Prevention Programs staff in the coordination of services from transitioning

to college and career programs through our Educate\*Advocate\*Create program. This program provides assistance with planning development and accessing services with our partnering agencies, employment services, training and colleges for our foster youth to success after high school graduation.

to college and career programs through our Educate\*Advocate\*Create program. This program provides assistance with planning development and accessing services with our partnering agencies, employment services, training and colleges for our foster youth to success after high school graduation.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$88,660	Duplicate (see goal 3, action 1)	Duplicate (see goal 3, action 1)
Source	Foster Youth State Grant	Duplicated (Goal 3, Action 1)	Duplicated (Goal 3, Action 1)
Budget Reference	2000,3000	Duplicated (Goal 3, Action 1)	Duplicated (Goal 3, Action 1)

### Action #4

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

Update FY services by gathering data from child welfare, probation, mental health, and school districts to identify and track the number of FY within our school systems. Continue to implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient, expeditious transfer of health and

Update FY services by gathering data from child welfare, probation, mental health, and school districts to identify and track the number of FY within our school systems. Continue to implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient, expeditious transfer of health and

regular basis to assure foster youths' needs are being met.

education records, and is updated on a regular basis to assure foster youths' needs are being met. Ongoing discussions will include establishing a collaborative work between the Intervention and Prevention Programs staff and foster youth agencies/organizations, which will potentially lead into formal agreements. These agreements may include all mandates and entitlements afforded to foster youth, as well as best practices for implementation.

education records, and is updated on a regular basis to assure foster youths' needs are being met. Ongoing discussions will include establishing a collaborative work between the Intervention and Prevention Programs staff and foster youth agencies/organizations, which will potentially lead into formal agreements. These agreements may include all mandates and entitlements afforded to foster youth, as well as best practices for implementation.

## Budgeted Expenditures

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



## Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

Continue to hold FYSCP Executive Advisory Council meetings, which the main responsibility is to provide guidance, work in partnerships and to improve system coordination efforts to support the IPP FYSCP program to comply with EC

Continue to hold FYSCP Executive Advisory Council meetings, which the main responsibility is to provide guidance, work in partnerships and to improve system coordination efforts to support the IPP FYSCP program to comply with EC

42920-42926.

42920-42926.

### Budgeted Expenditures

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

### Action #6

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

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.

Ensure that each school district and school site has foster youth liaison identified and trained.

Ensure that each school district and school site has foster youth liaison identified and trained.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$54,758	Duplicate (Goal 3, action 1)	Duplicate (Goal 3, action 1)
Source	Foster Youth State Grant	Duplicate (Goal 3, action 1)	Duplicate (Goal 3, action 1)

**Budget Reference**

2000, 3000

Duplicate (Goal 3, action 1)

Duplicate (Goal 3, action 1)

(Select from New Goal, Modified Goal, or Unchanged Goal)

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 Priorities: 9

Local Priorities:

### 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

10% of expelled youth will return 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%

A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement shall be monitored, and appropriate documentation maintained. This plan may involve: placement in FRA day program or independent study

Plans completed for all eligible students

Plans completed for all eligible students

Plans completed for all eligible students

Plans completed for all eligible students

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

# Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**2017-18 Actions/Services**

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.

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

Monitor for effectiveness of countywide expulsion plan. Maintain data regarding changes, updates and revisions of the plan for the upcoming three-year cycle.

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2019-20 Actions/Services**

Monitor for effectiveness of countywide expulsion plan. Maintain data regarding changes, updates and revisions of the plan for the upcoming three-year cycle.



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,845	\$7,944	\$7,944
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	1000, 2000, 3000	1000,2000, 3000	1000,2000, 3000

## Action #2

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

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.

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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$15,689	\$15,081	\$15,081
<b>Source</b>	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
<b>Budget Reference</b>	1000, 3000	1000,3000	1000,3000

**Action #3**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

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.

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.

## Budgeted Expenditures

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

## Action #4

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

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.

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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$7,731	\$7,827	\$5,000
<b>Source</b>	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
<b>Budget Reference</b>	1000, 3000	1000,3000	1000,3000

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

## Goal 5

Improve career readiness for middle and high school students.

### State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

### Identified Need:

Limited high school capstone courses exist in health careers, hospitality, and manufacturing. As a result, students enrolled in these are seldom able to complete pathways and earn the completer category designation on the dashboard. Many students in the region do not take a career assessment which results in a reduced number of career ready students and pathway completers.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Career assessment completion rates	No baseline exists	N/A	N/A	All middle/high school students will take a career assessment
Career ready certificate rates	No baseline exists	N/A	N/A	90% of high school students will earn a level 1 career ready certificate
Capstone course completion rates	No baseline exists	N/A	N/A	90% of students enrolled in a ROP capstone course will complete the program

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

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

#### Students to be Served

All Students

#### Location(s)

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

Provide professional development and oversight on the implementation of career ready certificates

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

N/A

\$78,600

**Source**

N/A

N/A

K12 Strong Workforce Program



**Budget Reference**

N/A

N/A

1000, 2000, 3000, 4000

**Action #2**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Provide and proctor career ready assessments

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	N/A	\$107,500
<b>Source</b>	N/A	N/A	K12 Strong Workforce Program
<b>Budget Reference</b>	N/A	N/A	1000, 2000, 3000, 4000

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Implement ROP culinary, manufacturing, and medical capstone courses

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$185,750
Source	N/A	N/A	Career Tech Education Incentive Program
Budget Reference	N/A	N/A	1000, 2000, 3000, 4000

## Action #4

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

N/A

**2019-20 Actions/Services**

Expand job shadowing opportunities and student internships

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

N/A

\$56,000

<b>Source</b>	N/A	N/A	K12 Strong Workforce Program
<b>Budget Reference</b>	N/A	N/A	1000, 2000, 3000, 4000

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

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.

The Minimum Proportionality Percentage for increased or improved services for low-income pupils, foster youth, and English Learners is 4.4%. 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.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

220, 266

Percentage to Increase or Improve Services

2.62

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.

The Minimum Proportionality Percentage for increased or improved services for low-income pupils, foster youth, and English Learners is 2.62 %. 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 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 students 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 with additional staff support.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$231,435

Percentage to Increase or Improve Services

2.96%

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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 2.96 %. 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 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 students 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 with additional staff support.