

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Colusa County Office of Education

CDS Code: 06-10066

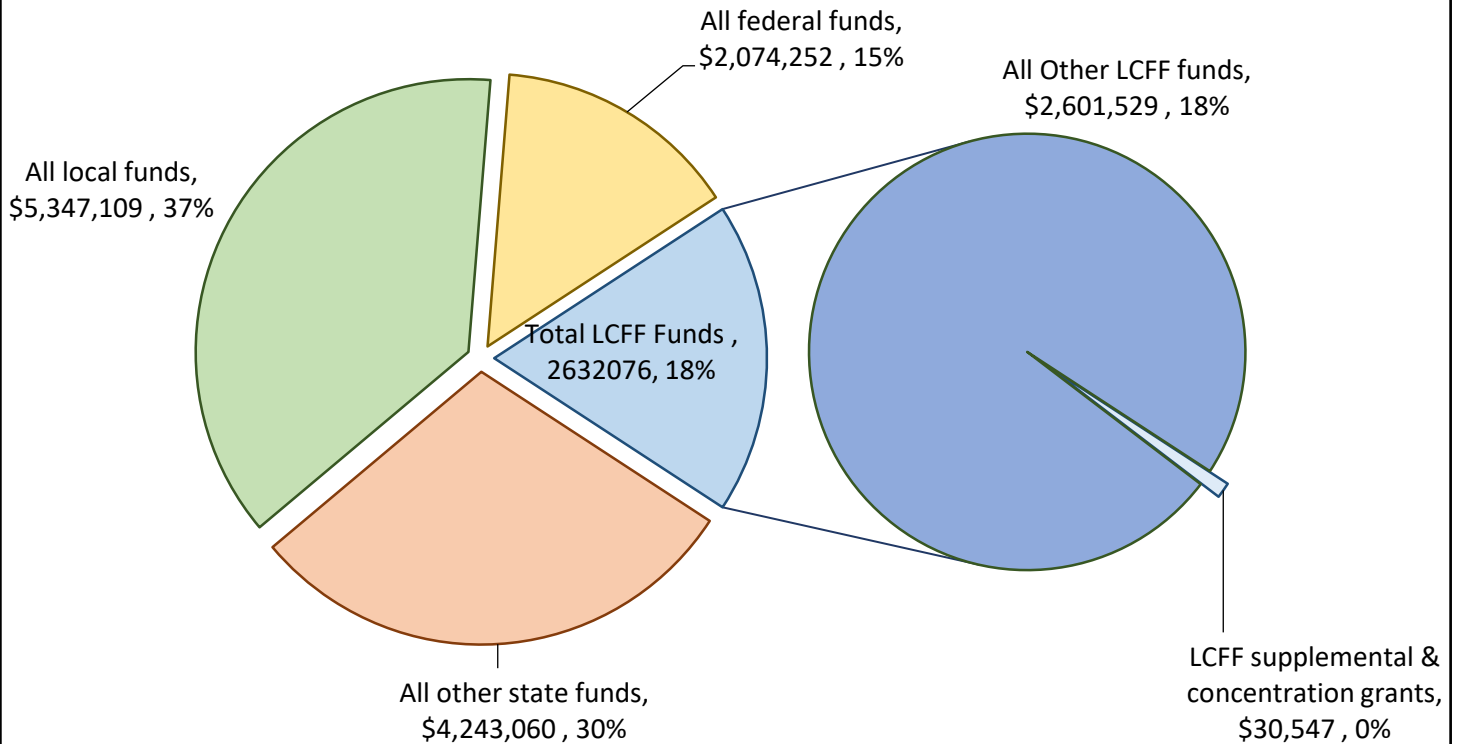
School Year: 2021 – 22

LEA contact information: Aaron Heinz, Associate Superintendent

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Source

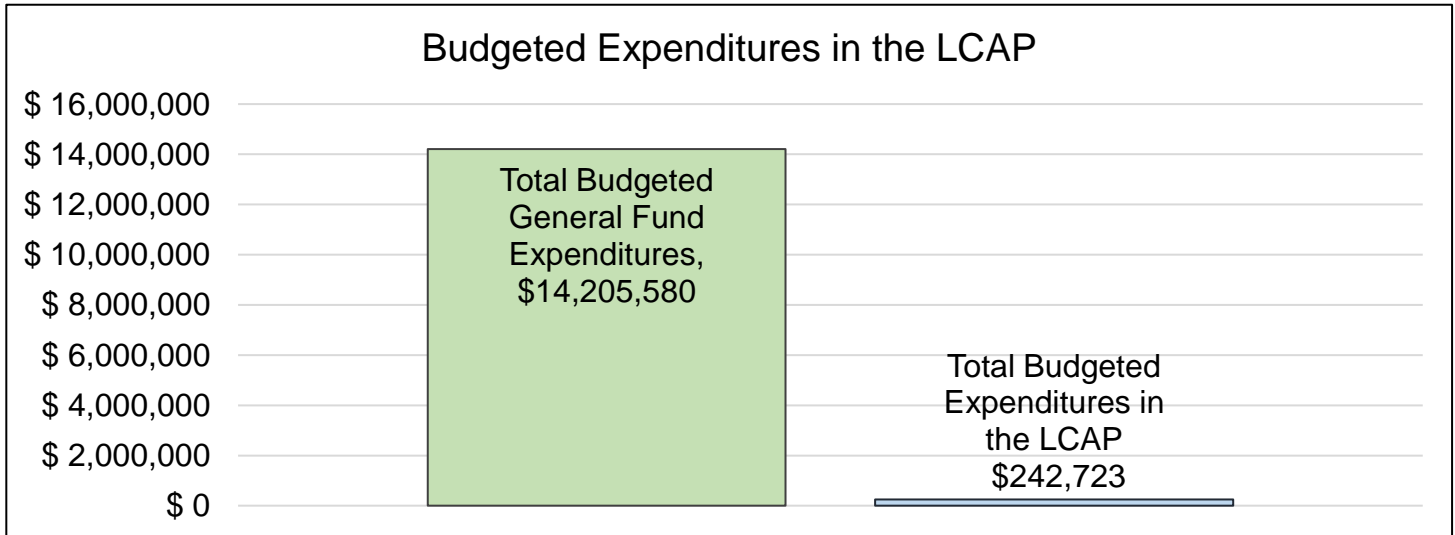


This chart shows the total general purpose revenue Colusa County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Colusa County Office of Education is \$14,296,497.00, of which \$2,632,076.00 is Local Control Funding Formula (LCFF), \$4,243,060.00 is other state funds, \$5,347,109.00 is local funds, and \$2,074,252.00 is federal funds. Of the \$2,632,076.00 in LCFF Funds, \$30,547.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

Colusa County Office of Education plans to spend \$14,205,580.00 for the 2021 – 22 school year. Of that amount, \$242,723.00 is tied to actions/services in the LCAP and \$13,962,857.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

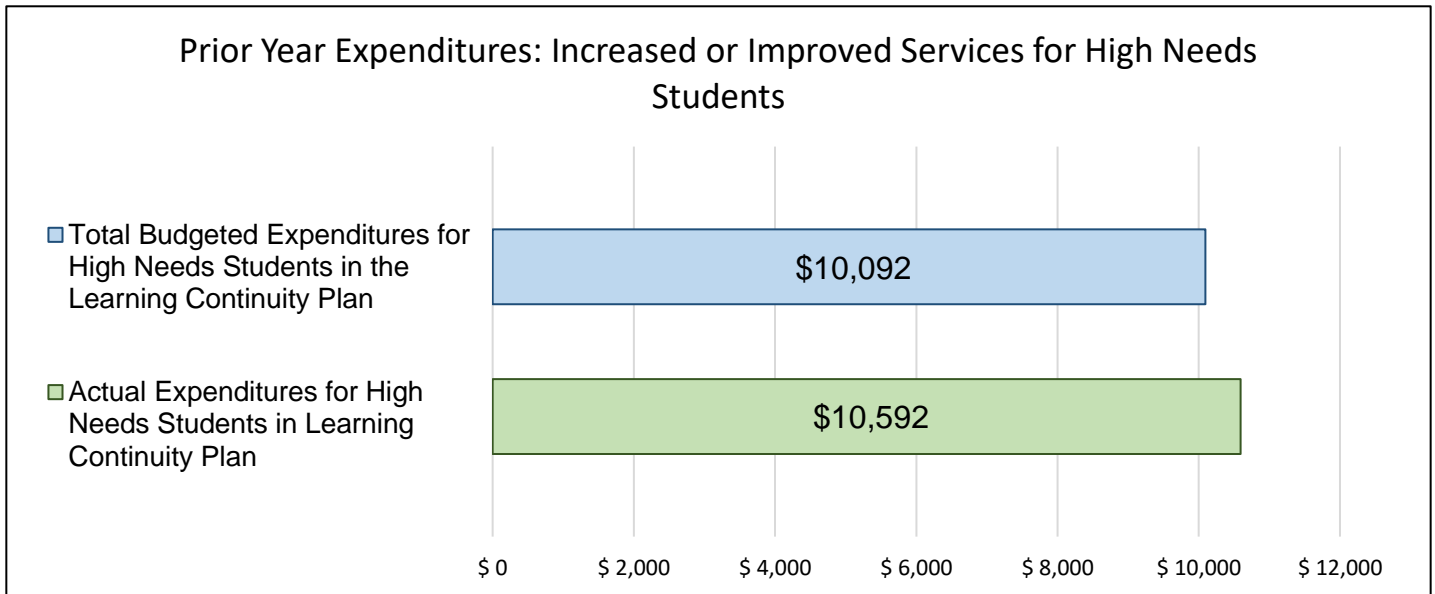
This LCAP Expenditures represent 1.7% of total 2021-22 budgeted Expenditures. Expenditures not included in the LCAP are Special Education for all school districts in Colusa County, multiple Federal, State and Local Grants serving students throughout Colusa County and the Administrative Offices.

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

In 2021 – 22, Colusa County Office of Education is projecting it will receive \$30,547.00 based on the enrollment of foster youth, English learner, and low-income students. Colusa County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Colusa County Office of Education plans to spend \$242,723.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Colusa County Office of Education budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Colusa 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 2020 – 21, Colusa County Office of Education's Learning Continuity Plan budgeted \$10,092.00 for planned actions to increase or improve services for high needs students. Colusa County Office of Education actually spent \$10,592.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Colusa County Office of Education	Lorilee Niesen, Director of Educational Services	<a href="mailto:lniesen@ccoe.net">lniesen@ccoe.net</a> 530-473-1350 x 10834

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

### Goal 1

Provide a countywide structured positive instructional program in collaboration with county agencies that provides all students, including foster youth, English learners, economically disadvantaged, and expelled students, with academic support that promotes college and career readiness with academic and socio-emotional interventions to eliminate barriers for student success.

State and/or Local Priorities addressed by this goal:

State Priorities: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

## Annual Measurable Outcomes

Expected	Actual
1A. Properly Credentialed Teachers: Maintain CCOE will maintain fully credentialed teachers.	2019-20 data shows the teacher to be fully credentialed. There were no teacher misassignments this year. (Annual Williams Data reported in 2019-20 SARC)
1B. Student access to standards based instructional materials: Maintain all students access to standards based instructional materials	All students have access to standards based instructional materials. When COVID-19 occurred, all students were issued a chrome book and internet access immediately to ensure continuation of subject matter and access to curriculum. (Annual Williams Data reported in 2019-20 SARC )
1C. Facilities are properly maintained in “good or exemplary” repair (Annual FIT Report): Maintain all sites are in good repair	October FIT Report revealed the Education Village ranked Good in 5 out of 6 categories. In the External Category-Windows, Doors, Gates & Fences, CCOE’s Education Village ranked Poor. The overall rating was 94.79% Good
2A. State Board adopted academic content and performance standards fully Implemented: 100% of courses will be aligned and taught using the most recent state standards	100% of online courses are aligned to state standards. Curriculum was updated during the summer of 2019 for Independent Study courses to reference standards and ensure state standards were identified in each unit. Walkthrough data
2B. How programs & services will enable ELs access to CCSS and ELD standards: Maintain 100% of curriculum aligned designated and integrated ELD in all subject areas.	100% of curriculum is aligned to designated and integrated ELD in all subject areas. Teacher provided ELD supports. Walkthrough data

3A, B, C: Facilitate parent involvement through multiple opportunities including parents of unduplicated pupils and individuals with exceptional needs: Maintain parent facilitation involvement through multiple opportunities. Parent/teacher conferences will take place twice a year. Parents will be encouraged to attend all committees.

Parents will be encouraged to fill out surveys.

Parent involvement opportunities were presented many times. Individualized Learning plan meetings and Parent Teacher Conferences were held on 8/03/20; 9/14/20; 9/15/20; 9/20/20; 12/15/20; 02/09/21; 5/18/21

Parents were provided field trip participation opportunities and LCAP meeting information prior to the activity occurring. Parent surveys were conducted regarding school scheduling, meal programs, and the effects of COVID-19 on their families and their students.

Parents were invited to attend the LCAP Stakeholder Meeting on February 25, 2021.

Parents were invited to participate in the CHKS Survey: 14% of parents completed the survey

Parents were surveyed May 2020 and May 2021. 71.4% of parents completed the surveys.

100% were pleased with the transition to the school Distance Learning/Hybrid Program.

Parent Contact: 86% prefer face-to-face meetings; 14% prefer Zoom

Rating of Food Program: 43% extremely effective, 43% very effective, 14% slightly effective

Expected	Actual
4A. Statewide Assessments: Maintain continue administering statewide assessments to all qualified students.	Executive order N-30-20 was issued in 2019-20 due to the COVID-19 pandemic. This waived the requirements for statewide assessments. SWACS used Exact Path Diagnostic Testing in Reading, Language Arts and Mathematics to determine current student performance levels.
4B. API	N/A
4C. Percentage of students meeting A-G courses: Continue to prepare students to qualify them to take A-G courses and expose them to choices. Provide an academic plan for all students that includes projected graduation.	Even though academic plans are developed with each student and the opportunity to participate in A-G courses exist, S. William Abel Academy Students choose not to enroll in A-G courses. This is due to community school students being credit deficient, the need for partial credits, or a student's desire to return to their home district therefore making them transient in nature.
4D. Increase English learner progress toward English proficiency: Establish baseline progress toward English proficiency as measured by ELPAC.	ELPAC testing was suspended in 2019-20 due to the COVID-19 pandemic and Executive order N-30-20. SWACS used Exact Path Diagnostic Testing in Reading, Language Arts and Mathematics to determine current student performance levels.
4E. Percent of students reclassified to Fluent English Proficient: Continue to provide ELD instruction to English learners to strengthen English fluency.	No students were reclassified in 2019-20 due to the COVID-19 pandemic not allowing students to return to school in the Spring. SWACS normally conducts the ELPAC testing in the Spring, but was unable to administer this assessment due to students not being on campus.
4F. The percent of students who pass AP exams: Continue to prepare students to qualify them to take A-G courses and expose them to choices. Provide an academic plan for all students that includes projected graduation.	AP exams are available to students, but due to no students participating in AP courses, the transiency rate of students, and the need to complete credits, no students took AP exams. Students at S. William Abel are focused on completing credits to either return to their home district or obtain a diploma from SWACS.

Expected	Actual
4G. Percent of students participated & demonstrated college preparedness in Early Assessment Programs Continue to teach students essential reasoning and decision-making skills with the goal of higher order learning to provide choices: workforce/college:	EAP programs were not offered due to the COVID-19 pandemic but skills in decision-making and essential reasoning were refined as students participated in monthly Student Stakeholder Meetings. All students were presented an opportunity to attend the adjacent Woodland Community College.
5A. Maintain the school attendance rate above 75%: Attendance rate at 75%	The S. William Abel Community School had an attendance rate of 85.3% during the 2019-2020 school year despite the pandemic that occurred in the Spring . Follow up phone calls regarding student attendance and absences were conducted daily by the Supervisor of Attendance which encouraged daily attendance by all students.
5B. Decrease the chronic absenteeism rate by 3%: Decrease chronic absenteeism by 3%.	56.52% of the students enrolled at the S. William Abel Community School were chronically absent during the 2019-2020 school year. This when compared to the 2018-19 school year rate of 73.2% shows a significant decrease.
5C. Middle school dropout rate: As middle students enroll, continue to monitor attendance.	There was a zero percent dropout rate for middle school students. SWACS had two middle school students transitioning back to their districts during the 2019-2020 school year.
5D. High school dropout rate: Monitor high school student attendance and ensure an academic plan is in place that includes a graduation goal.	Student attendance was monitored by the Supervisor of Attendance. All students were provided transportation and attendance reports were provided at each parent/teacher/student conference to review attendance and credits. An academic plan was developed for each student and quarterly updates to the plan by the counselor kept all students focused on their graduation goal. With all of these systems in place SWACS had 2 high school dropouts in 2019-20. This resulted in an 8.7% dropout rate



Expected	Actual
5E. High school graduation rate: Increase graduation rate by 58%	The graduation rate at the S. William Abel Community School during the 2019-2020 school year was 40%. The school graduated two 12 <sup>th</sup> graders and two 11 <sup>th</sup> graders in 2019-2020. Due to the small population of students and the majority being 8-11 <sup>th</sup> grade the graduation rate showed a decrease from the previous year.
6A. Reduce the number of students who are suspended annually: Decrease suspension rate to zero.	Due to the implementation of MTSS strategies, there were no suspensions in 2019-20.
6B. Pupil expulsion rate: Maintain expulsion rates at current level.	Student expulsion rate was zero.
6C. Student surveys on safety and school connectedness: Post Survey: 97% indicate student satisfaction with instruction, encouragement, motivation, and connectedness to school.	Due to the COVID-19 pandemic, student surveys focused on how to improve services during distance learning, supports needed for Social emotional learning, and consideration of a hybrid program for the 2020-21 school year. Survey results indicated 100% of students wished to return to a hybrid program in the fall if offered and felt that the school would be a safe place to return.
6C. Parent surveys on safety and school connectedness: Seek Parental Input -Post: 95%; Participation in School Programs - Post: 83%; Safety - Post: 94%; Academics - 85%	Due to the COVID-19 pandemic, parent initial surveys focused on how to improve services during distance learning, supports needed for Social emotional learning, and consideration of a hybrid program for the 2020-21 school year. Survey results indicated 86% of parents requested the implementation of a hybrid program in the fall and felt that the school would be a safe place to return. When school opened on October 14, 2020 to the hybrid program, 100% of parents sent their students to school, except for the student that was previously on Independent study.
6C. Teacher surveys-school safety and school connectedness: Continue teacher survey for feedback on school safety and connectedness.	Weekly check-ins with the teachers indicated the teachers felt safe and the hybrid program offered more connection to their students than 100% Distance Learning.

Expected	Actual
7A. All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220: 100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students have access to a broad course of study through the curriculum used for instruction. Edmentum, an online curriculum was accessible to all students during the COVID-19 pandemic and supplemental resources were provided when needed by students.
8. Pupil Outcomes. Percent of students participating in a CTE course: Maintain 100% student participation (community school/independent study) in CTE courses.	In 2019-2020 26.09% of the SWACS students participated in a CTE course. This decline was due to the core credit requirements needed by students attending SWACS. Students entering SWACS either had their CTE credits met, were eligible for McKinney-Vento State Graduation Requirements or were planning on enrolling in CTE courses when they return to their home districts for more choices available.
9. Coordination of services for expelled students: Continue coordination of services with school districts, juvenile court system, special education to implement a student transition plan, ILP, IEP, and/or 504.	The Expelled Student Plan for 2018-2021 was updated and approved by the district school boards in May 2018 and by the CCOE Board in June 2018. Services for expelled students were ongoing including collaboration with the juvenile court system, behavioral health, the Colusa County Adult School, Woodland Community College, and special education. Student transition plans were created for students transitioning back to their districts, with two students transitioning back in February 2020. All students during the intake process at SWACS develop an Individualized Learning Plan (ILP) that outlines goals, academics, and resources to ensure student success. ILP Plans are visited quarterly to determine student progress. IEP and 504 plans are reviewed and followed when students enroll in SWACS. Due to the pandemic, no expulsions took place, thus resulting in no increase in enrollment of expelled youth.

Expected	Actual
<p>10.Coordination of services for foster youth: Continue coordination of services with county child welfare, juvenile court system, behavioral health, and districts, to ensure the timely transfer of student health and education records, immediate school enrollment, minimize changes in school placement, and immediate delivery of educational services.</p>	<p>The Foster Youth Executive Advisory Council quarterly meetings included Child Welfare, Juvenile Probation, Behavioral Health, LEAs, Law Enforcement, Migrant Education, One Stop, Child Abuse Prevention Council, Independent Living Program, First 5, Williams Police Department, Colusa County Probation and the county Foster Youth Coordinator. These agencies worked in partnership to support and improve services to students in foster care.</p> <p>Foster Youth District Liaison meetings were held monthly to discuss updates, laws, and serve as a training ground for Foster Focus, FASFA Challenge, AB 216/167 trainings, and other trainings were held based on current needs.</p> <p>Transportation and meals were provided to ALL students at SWAA, including Foster Youth to ensure that they attended school</p>

Actions / Services Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<b>Action 1</b> Maintain additional math, English, and other core subject support, during school, and/or an extended school day through on-site tutoring, credit recovery classes not available in the school (paper pencil and/or online) small group direct instruction, one on one support, differentiated materials, counseling, and parent/guardian/teacher meetings.	No additional cost. Cost reflected in Actions/ Services #8. The extended school day was within the scope of the teacher work day.	No additional cost. Cost reflected in Actions/ Services #8. The extended school day was within the scope of the teacher work day.
<b>Action 2</b> Action/Services 2 will be deleted and is incorporated into Action/Services 6.	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8.
<b>Action 3</b> Maintain Designated and Integrated ELD.	\$300	No additional cost. Teacher provided ELD support for students during the regular course of instruction.
<b>Action 4</b> Provide Foster and Homeless Liaison trainings to provide support and coordinate services to foster youth in the county.	No additional cost. Districts received funding to support foster students.	No additional cost. Districts received funding to support foster students.
<b>Action 5</b> Maintain Friday Night Live classes to build leadership skills, broaden appropriate social networks, and implement youth led projects to improve school climate and reduce youth access to alcohol and other drugs.	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8.

<p><b>Action 6</b></p> <p>Provide all students with a culturally responsive, relevant curriculum aligned to California State Standards and incorporate AVID strategies in lessons to support student success in rigorous curriculum.</p>	<p>\$2025</p>	<p>Edmentum Software License Cost \$3160 Additional curriculum resources \$428 (Lottery Funds)</p>
<p><b>Action 7</b></p> <p>Students will be assisted in making a smooth transition back to their home school by meeting with district administration to ensure alignment of instruction to meet academic requirements and necessary support systems are in place.</p>	<p>No additional cost. Cost reflected in Actions/ Services #8.</p>	<p>No additional cost. Cost reflected in Actions/ Services #8.</p>

<p><b>Action 8</b> Basic Educational expenditures including but not limited to staffing, supplies, services, and other expenditures.</p> <ul style="list-style-type: none"> <li>• Highly qualified instructor/administrator to meet the academic needs of all students.</li> <li>• Provide academic and behavioral interventions and involve parents in the education process (MTSS).</li> <li>• Provide reliable safe home to school transportation for low income students to increase attendance.</li> <li>• Provide a nutritious breakfast and lunch for students through the National School Lunch Program for those who qualify and continue to provide meals for all students regardless of qualification.</li> <li>• Materials required to achieve and maintain academic goals and state mandated assessments.</li> <li>• Services required to achieve and maintain student academic and behavior goals. (i.e. student incentives, fieldtrips).</li> </ul>	<p>\$111,049</p> <p>\$10,000</p> <p>\$4,300</p> <p>\$1,500</p> <p>\$2,500</p> <p>\$4,500</p>	<p>\$50,920</p> <p>\$17,424</p> <p>\$504- Fuel for Van \$2,700- Transit Tickets <b>\$3,204 Total</b></p> <p>\$5,867</p> <p>\$0</p> <p>\$1058</p>
<p><b>Action 9</b> Maintain Student Study Team Meetings, Individual Education Plan, Individual Learning Plan, and 504 meetings as required.</p>	<p>No additional cost. Cost reflected in Actions/ Services #8.</p>	<p>No additional cost. Cost reflected in Actions/ Services #8.</p>
<p><b>Action10</b> Promote/support parent/guardian participation through increased communication, invitations to school committees, community, parent, and school events.</p>	<p>\$750</p>	<p>\$239</p>

<b>Action 11</b> Support independent study/home school students by maintaining regularly scheduled weekly meetings to provide direct instruction, provide assignments, and ensure attendance is continuous. Provide academic counseling for individual student success and meet regularly with students, parents /guardians, and teacher to review student progress.	\$1400	Independent Study/home school students met with the teacher one day per week. The cost for the teacher is included in Action 8, and transportation costs for the students are also included in Action 8. Academic Counseling Costs are also included in counselor time in Action 8.
<b>Action 12</b> Action/Services 12 will be deleted and is incorporated into Action/Services 11.	0	0
<b>Action 13</b> Facilities Inspection Tool (FIT) ratings of good or better.	\$15,010	\$15,010
<b>Action 14</b> Maintain a system to evaluate student performance data to modify instruction, provide timely student interventions, and support data decision-making practices.	See Goal 1, Action 6	See Goal 1, Action 6
<b>Action 15</b> Provide access to all students, course offerings in comprehensive schools, community college dual enrollment courses and online learning classes to meet student's academic goals.	\$1,000	\$216
<b>Action 16</b> Survey parents, students, and the community for program effectiveness and school climate.	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8.
<b>Action 17</b> Maintain quarterly LCAP Committee meetings.	\$300	\$87

<b>Action 18</b> Provide continuous communication/collaboration with other county agencies to improve attendance, emotional health, social adjustment, successful reintegration to regular school for all students, including unduplicated pupils and students with exceptional needs.	No additional cost. Cost reflected in actions/services #8.	No additional cost. Cost reflected in actions/services #8.
<b>Action 19</b> Ensure systems are in place for the on-going WASC accreditation self-study for the community school.	\$1,078	\$1070
<b>Action 20</b> Develop a continuum of Career Technical Education (CTE) and college readiness experiences for students including soft skills, personal planning and organizational skills trainings, career exploration, and field trips to colleges and business sites.	\$2,000	\$1614
<b>Action 21</b> Provide Prevention Education Services in the county and community school for on-site support and coordinate services for prevention, intervention, and cessation programs.	\$1000	\$140 spent from Tobacco Use Prevention Education Funds
<b>Action 22</b> Provide transportation for students on field trips, college visits, and in emergency situations in recently purchased van. \$2500 for supplies, maintenance and repairs.	\$2500	\$186 (maintenance costs)

## Goal Analysis

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

Actions 1, 2, 3, 4, 5, 7, 9, 14,16, and 18 resulted in no costs to the S. William Abel Academy but were fully implemented.



Action 6 was implemented but due to an increase in the subscription cost of Edmentum and the need to purchase additional copies of curriculum resources for student use, costs reflect a 43% increase.

Action 8: Resulted in a decrease in teacher cost due to teacher resignation and the hiring of a credentialed long-term substitute. There was an 43% increase in costs for counseling services and transportation due to student needs and as the result of the pandemic. There was no cost incurred for assessments as state-mandated assessments were waived. With no field trips in the Spring of 2020, allocated monies were 76% less than projected. Student incentives/ PRIDE Store were not available during the spring months. Meal costs increased 74% due to the delivery of meals during the pandemic and ensuring all students received meals.

Action 10: Due to no LCAP meeting and parent meetings being held via zoom, less costs were incurred.

Action 11: Additional support from the counselor was included in Action 8.

Action 12 was deleted

Action 13 was implemented as projected

Action 15: No costs were incurred due to the Woodland Community College being closed during spring 2020 due to the pandemic and only minimal costs were incurred for Zoom equipment.

Action 17: Due to only one LCAP meeting being held in the fall, costs were 70% less than projected.

Action 20: With no in-person classes or college readiness field trips scheduled March-April 2020, costs reflect a 19% decrease.

Action 21: Costs for Red Ribbon Week and Tobacco Use Prevention were paid from TUPE funding sources for services.

Action 22: Due to the pandemic and lack of field trips, and college visits, actual costs show a 93% decrease when compared to projected costs.

With the COVID-19 pandemic and the shutdown of the state, many funds that were allocated were redirected to other areas including but not limited to salaries, copies, Special Education costs, support with CALPADS reporting and indirect costs.

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

The 2019-20 school year posed successes and many challenges for the S. William Abel Community School. In 2019, a principal/teacher was hired over the summer to lead the S. William Abel Community School (SWACS) into the coming year. In September, the teacher/principal had resigned leaving the LEA scrambling to find an adequate replacement. With no viable candidates available, a retired, experienced, certificated teacher was hired to serve as the SWACS teacher for 2019-20. With the departure of the principal/teacher, it also left a vacancy for a principal. The Director of Educational Services then stepped back into her previous role of serving as the SWACS Principal. With the experience of the credentialed teacher, the expertise of the existing Art teacher, support and instruction from the Farm to School Project coordinator and the Director of Educational Services as the principal, the fall showed

promise for students to obtain credits, participate in hands-on activities and have access to a CTE Program. In fall 2019, the S. William Abel Community School which houses expelled and at promise-youth, consisted of 16 students. Demographics of these students included 81.25 % being classified as economically-disadvantaged, 6.25% English Learners, and 25% students with disabilities. Regardless of status or ability level, SWACS believes supports should be provided to all students. Students were provided academic and social emotional interventions from a licensed, family and marriage therapist to ensure services were provided for the “whole child”. Parents were contacted consistently regarding student academic progress and when behavior challenges occurred. Daily phone calls home to parents to verify absences were consistent and expected. Prevention Services Staff housed next door to SWACS allowed the coordinators to provide supports and services as needed. Student Stakeholder Meetings were held monthly and empowered students in creating change and having a voice in their school.

Students in the Independent Study Program received consistent support and tutoring weekly from the teacher. Independent Study contracts were reviewed, amended as necessary, and followed. . Time was made available in the afternoons from 1:00-3:00 PM for tutoring of all students. In October 2019, one student had enrolled in advanced education offerings at the adjacent Woodland Community College Campus. Field trips to the Colusa Farm Show, a nature hike, and the operation of the PRIDE Store each month for students to redeem PRIDE tickets for demonstrating positive traits were some of the highlights from July to February.

Action plans and services were being implemented according to plan until March 17, 2020, when school was shut down due to the COVID-19 pandemic. The pandemic did not cause a cease in services being provided to students, but a change in how the services would be rendered. Staff engaged in survival mode to provide students with curriculum, access to online courseware, zoom meetings for parent/teacher conferences, phone and zoom conferences with the LMFT, and the continuation of meals being provided. Since students had been receiving meals five days per week during regular school session, the need still existed for them to have access to enough food for the week. To alleviate that concern, meals were delivered to students three times per week which allowed students to submit work for grading and the opportunity to receive teacher feedback prior to the next meal delivery. With state testing being suspended, the focus was to have students continue to complete credits to stay on their trajectory toward graduation.

The conclusion of the 2019-20 school year resulted in a call to action. Items that needed to be addressed included the imminent need to establish a baseline for students to determine learning loss due to the pandemic. In addition, a needs assessment was conducted to determine a school schedule for the 2020-21 year based on student and parent feedback. Surveys revealed that 86% of parents and students were in favor of in-person instruction if possible. Of those in favor of in-person instruction, 100% requested a hybrid program recommending in person instruction 3 days, and distance learning the other 2 days. With the stay at home order and the status of Colusa County remaining in the purple tier, the end of the 2019-20 school year looked as though school would not be reopening any time soon and the beginning months of school would result in students being 100% on distance learning.

The silver lining to the COVID-19 pandemic was the opportunity for collaboration between programs at CCOE (SWACS, Special Education, Children’s Services, and IT) to establish a consistent, thoughtful plan in moving CCOE forward despite the pandemic. This plan focused on how to provide distance learning and access to all students, how to get the students back to in person instruction safely when possible and what protocols would need to be in place to offer in-person instruction in the 2020-21 school year. These efforts resulted in all of the programs contributing and being a part of the 2020-21 Learning Continuity and Attendance Plan.

A special note, in June 2020, the S. William Abel Community School requested a name change to the S. William Abel Academy to ensure that students were not being stigmatized as community school students. The intent of the change was that the focus of “at-promise” youth would assist in building self-esteem in students and a change in perception by others. The Learning Continuity and Attendance Plan was created using this new school name.

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

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

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
This space intentionally left blank due to the LEA not offering in-person instruction.	N/A		N

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

S. William Abel Academy (SWAA) realized the need for in-person instruction for its At-Promise Youth it served, but since Colusa County remained on California’s monitoring list, this method of delivery was unavailable due to Governor Newsom’s order dated July 17, 2020 that schools may not open if they are located in counties that are on California’s Covid-19 Monitoring list. Recognizing that in person instruction would be most beneficial, SWAA continued to operate a distance learning program to serve student’s academic and social-emotional needs until it was safe to return to in person instruction.

The Director of Educational Services and the Assistant Superintendent of Special Education did not wait until the county was off the monitoring list to begin planning for the safe reopening of the schools to offer face-to-face instruction. Both program leads collaborated to create a reopening plan for the schools under the purview of the Colusa County Office of Education. Feedback and collaboration from the Colusa County Public Health Department also drove the plan. After receiving stakeholder feedback from parents, students, and other key stakeholders, 88% of the students at S. William Abel Academy were brought back to a hybrid program of face to face instruction and distance learning on October 14, 2020, while one student remained on Independent Study. With a small population of

seven students in the community school, maintaining social distancing guidelines, mask requirements and other safety protocols was manageable. The small population of students at the Coastal Buttes Academy returned to face-to face instruction as well.

Both SWAA and Special Education worked in collaboration with Colusa County Public Health to create a process that would be safe for students to come to CCOE campus to receive services. Since the students enrolled in CCOE programs are considered high needs and At-Promise, the approval was given for in person instruction early on. Special Education student levels were monitored by staff and measured with levels prior to school closure to gauge learning loss. This was done by work completion and NWEA assessment results. Each student completed a standardized assessment through NWEA to get a baseline of levels, which occurred in the Spring of 2020. The NWEA was given upon return to school to determine the exact learning loss. Staff worked at addressing the learning loss gaps through intensive interventions. In addition, IEP teams determined if goals needed to be adjusted to account for the learning loss that occurred. With SWAA students returning in October, formative assessments were given through Exact Path to determine student levels in ELA and Mathematics. Not anticipating the reopening of school, no costs were included in the initial writing of the 2020-21 Learning Continuity and Attendance Plan. SWAA did incur costs for in-person instruction including PPE equipment and supplies and increased transportation costs.

## **Analysis of In-Person Instructional Offerings**

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

With the need to return to in-person instruction for the student populations at CCOE as soon as possible, but also being mindful of creating a safe environment for students, parents, and staff to return, this created multiple challenges before success. The first call to action was to survey parents and students to determine if providing some part of in-person instruction was being requested. The survey sent out in May 2020 regarding a hybrid program of distance learning/ in-person instruction, resulted in 67% of the parents requested a hybrid schedule consisting of in-person instruction; 17% requested distance learning; and the student that was on Independent Study wished to remain in the Independent Study program. Student's surveys revealed that 67% wanted to return to in-person/hybrid schedules when the school was able to offer this option. Other survey questions included the impact of the school closure, and student access. 14% of the parents shared that a family member had been laid off due to the pandemic. Another family member shared about the stress that COVID had been causing in helping her son meet his deadlines on distance learning. A parent at SWAA was reluctant to send her student back until she deemed the protocols in place could ensure her student's safety and the result of her student falling further behind due to not participating in a hybrid schedule of learning. Staff shared concerns about the students not being on campus and the lack of engagement of students in Distance learning.

Having never dealt with a pandemic situation in education, programs struggled as to where to start. The guidance from Colusa County Department of Public Health, helped navigate the path through these uncharted waters. The collaborative effort from SWAA, Special Education, the administrative and human services department, and Children's Services resulted in the Learning Continuity Attendance Plan designed to serve all programs under the Colusa County Office of Education umbrella. Being a small county office allowed all parties to be at the table to determine the best course of action to deliver a safe in-person learning experience for the pupils at CCOE.

While the ultimate success of having students back in school for in-person or hybrid schedules was achieved, it did not come without its challenges. Challenges included parent concern regarding sending students back to in-person instruction. Safe transportation of students to and from school posed challenges as a protocol needed to be put in place prior to this occurring. In addition, the consistent monitoring of students and staff with a thermal scan thermometer each day was a new twist to the start of everyone's day. Mask requirements, the installation of many hand sanitizing stations; stressing the importance of hand-washing; ensuring staff and students maintained physical distancing requirements; and the constant wiping down all frequently touched surfaces has become the new normal to all students and staff.

With distance learning still being a factor, staff had to become quite proficient in technology to deliver instruction or to participate in meetings or webinars. Zoom accounts needed to be created; Google classroom became a new medium for creating and sharing assignments and maintaining student contact; and cell phones needed to be purchased for staff to connect with students and families regarding transportation pick up and drop off. Ensuring students and staff had the devices and technology to perform the tasks necessary to complete their work was a challenge that was consistently addressed.

Maintaining the safety and health of the staff created some challenges due to the quarantine protocols necessary for the safe return of employees to work. With employees experiencing "COVID-like" symptoms it was difficult to determine which staff would be present for work due to possible exposure. Having a limited number of staff to start with created strains on some departments and forced some programs to close for short periods of time.

Overcoming the previous mentioned challenges was worth the effort as students were able to participate in face-to-face instruction. Staff, student, and parent morale changed the day that students returned to campus. With these high need students needing social interaction, teacher-led in-school instruction, and individualized student support, students have prospered. Exact Path scores for SWAA students have increased from Quarter 1-Quarter 3. Due to SWAA and CBA's small class size, the school has yet to become a hot spot for spreading COVID. This was due in part to the thoughtful and intentional planning of the reopening and the desire of staff to offer quality education to the students at CCOE.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student technology acquisition including hot spots and internet access for all students.	\$5,052.00	\$2042.00	Y
Professional development provided for staff to Distance Learning Programs.	\$898.00	\$1458.00	Y
Staff technology acquisition including webcams, professional Zoom accounts and headsets with built in microphones to ensure staff's ability to host online learning spaces	\$895.00	\$1978.00	Y
Increased transportation costs due to meal delivery and schoolwork drop off and pick up.	\$553.00	\$2487.00	Y
Student incentives for assistance and participation in distance learning.	\$1,539.00	\$1144.00	Y

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

Never have gone through a pandemic at the start of a school year, it was difficult to project costs. Total estimated expenditures exceeded budget expenditures by \$172, thus resulting in a slight increase of 2%. Student technology costs were less than projected due to the fact that all students had previously been provided laptops for student use, so no additional laptops needed to be purchased. With some students already having internet access in their home, the costs for hot spots was less than projected. The need to purchase a Poly Com unit to provide instruction on distance learning days by the teacher was reflected in the increased costs in staff technology. Increased transportation costs to provide meals to students during the fall as well as additional meal delivery during distance learning shows the increase in transportation. With students not being on campus for part of the year and businesses and colleges closed due to COVID, there was a decrease in projected costs of student incentives.

All schools at CCOE devised systems to create continuity of instruction for their students. While the systems may have looked different, the end goal was to ensure that pupils had full access to curriculum regardless of method of delivery. For S. William Abel, instruction has been and will continue to be accomplished through online curriculum; daily dedicated time with the teacher; morning



check-ins and afternoon exit tickets for days that students on the hybrid schedule. SWAA realized that to be able to create a successful Individualized Learning Plan for each student, it was necessary to begin the year with diagnostic testing to determine student's strengths and weaknesses. These tests in Reading, Language Arts, English Language Development, and Math helped determine the essential areas in which students need support. In addition, it helped chart a path for skill building and to mitigate learning loss. Individualized Learning Plans were completed at meetings with parents, students, and the school team prior to the start of school for all students. Individualized Learning Plan meetings were held every six weeks to review progress and academic goals with students and parents. School calendars were provided to students and parents depicting grading periods and parent teacher conferences. Teacher communication with students and parents provided monitoring of student grades and credits. S. William Abel Academy used platforms such as Google Classroom and Zoom to provide continuity of instruction for all students. Edmentum Courseware provided instruction in core classes for all students while textbooks were provided in other disciplines. Students requested various methods of instruction to overcome their lack of motivation. All classes were made available to students, but Individualized Learning Plan meetings with parents and students determined necessary requirements and course focus. Intake meetings and follow up ILP meetings dictated the student's trajectory. Each student was created an individualized schedule during distance learning to ensure access to rigorous courses and to meet program requirements of 180 minutes of daily instruction. Exact Path, an online platform, was used to build skills in student deficiency areas. Student incentives were provided for their assistance and participation in distance learning. In addition, meals were delivered three days per week to ensure that students had access to a consistent food supply. Student technology and devices were purchased and provided access for those needing assistance.

In October, the S. William Abel Academy transitioned to a hybrid schedule with students participating in face-to-face instruction three days per week and distance learning two days per week. The rationale being that if the COVID-19 pandemic became worse, it would be seamless to transition back to full time distance learning. Parents also expressed interest in having students continue in some sort of distance learning to ensure a seamless transition if the situation warranted it. When the school transitioned to in person instruction (hybrid model) the same curriculum models were utilized.

In addition, the one student participating in Independent Study followed the same curriculum models as those participating in Distance Learning with weekly check ins rather than daily. Since SWAA maintains only one full time teacher on staff, the transition from distance learning to a hybrid program was a seamless transition. The Licensed Marriage/Family Therapist (LMFT), employed by SWAA, who is also a licensed academic counselor reviewed student transcripts and provided case management for each student. This included one-on-one support, home visits or any other necessary resources.

Special Education transitioned their adopted curriculum to a digital platform so that it could easily be delivered in either setting. Nearpod, NWEA, Unique, Google Classroom and Zoom were utilized to ensure that the quality of content remained the same from classroom to distance learning. Special Education implemented Unique, NWEA, and Google Classroom throughout 2019-2020 school year, so students became familiar with the platforms and could access the content when delivered in these methods. The content and curriculum have remained the same and can be delivered in either format. Children's Services preschool classrooms transitioned to a virtual and remote classroom model that included important aspects from current classroom curriculum models. Instructional delivery methods included virtual strategies for engaging families and hands on learning opportunities to ensure an individualized approach for varying young learners. Google Classroom and Zoom were utilized.

A research-based curriculum that focused on theme studies and individualized interactions ensured consistent and quality learning. Curriculum continued to support learning experiences that strengthened creativity, confidence, and critical thinking opportunities. A consistent routine was a highest priority and included a focus question of the day that encouraged children to share about themselves and their families.

Footsteps2Brilliance and Clever Kids University, interactive web-based applications, remain as an important part of instruction. The interactive programs provide interact eBooks that easily toggle between English and Spanish languages and promote pre-reading skills such as letter recognition, writing skills, and phonemic awareness. The electronic applications integrate with currently preschool curriculum and continue to expose children to a variety of language and literacy, mathematical development, social and emotional learning and perceptual development that prepares children for kindergarten readiness. Education services include weekly lesson plans with learning kits equipped with hands-on learning materials that were distributed to the children's homes each week. Learning kits contained instructions and books, counting objects, manipulatives to support learning objectives. Teachers had access to a comprehensive library of books and videos for unlimited resources.

In April 2021, Children's Services re-opened a full-day preschool classroom for young children of migrant families. Other full-day preschool classrooms transitioned to in-classroom instruction five days per week with a modified group size. Families were provided with the option of classroom or virtual instruction that met their needs. Part-day classrooms transitioned to in-classroom instruction with the option of virtual and remote services per parent request. The same curriculum model were used. Learning Genie Family App engaged families and reinforced consistent communication between home and school. Individualized Learning Plans were created in collaboration with parents to ensure skills continued to progress. Additional sanitization methods to ensure extreme precautionary measures were followed.

Support from CCOE's Technology Services Department resulted in the creation of a Google Tenant to support LMS standards to allow Teachers to interact with students through Google Classroom and to communicate through Gmail with students. The CCOE Technology Department worked continuously to secure and ensure Child Internet Protection Act (CIPA) compliance to all student devices to help facilitate distance learning for students. The Technology Department assisted the S. William Abel Academy by adding Go-Guardian applications on student devices. This helped monitor student activity as well as provided alerts if students were experiencing a crisis or thoughts of suicide. In addition, they monitored usage of LMS to determine if certain content areas or grade levels needed additional support or resources. The Technology Services Department was instrumental in providing access to all students and their devices.

## **Analysis of the Distance Learning Program**

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



Parent surveys in May 2020 revealed that 100% of the parents believed the school was effective in its transition to distance learning. Informal interviews with students revealed that while the students were not experiencing access issues, 67% wanted to return to some form of in-person instruction to learn from their teacher in person and be back with their peers. Informal interviews with teachers resulted in teachers wanting students to return to campus to increase student engagement.

With a small student population of seven students, S. William Abel Academy did not face the challenges that larger LEAS face in trying to provide continuity of instruction. Having established relationships with parents and students prior to the pandemic, and a small number of students, it was easy to communicate with parents when experiencing challenges and the school's plan for re-opening. With a small student population it was seamless to provide students with devices to complete their distance learning. Connectivity issues due to the small rural towns were experienced but mobile hot spots provided to all students that did not have internet in their home helped alleviate this problem. When students had device or connectivity issues, staff would travel to the student's home to troubleshoot problems. Pupil participation in distance learning was characterized by morning check in's, individual instructional time allocated for each student every day, followed by an exit ticket in the afternoon. When students could not be reached, parents were notified and home visits occurred when necessary. Virtual field trips on Fridays kept students engaged and eager to log in. With students maintaining two days of distance learning even after the school's reopening, the same schedule was followed. Edmentum, an online standards-based curriculum was being used by students prior to the pandemic, so this made the transition seamless. Although credits continued to be earned while students remained on Distance Learning, Exact Path assessment results for 3<sup>rd</sup> quarter showed an increase in Math, ELA, and Reading scores of students when school transitioned to the hybrid schedule.

Distance Learning Professional Development was not only requested but imperative. The Distance Learning Playbook webinar provided administration resources on how to provide a quality educational experience while students were not present for face-to-face instruction. Social emotional learning webinars, community of practices, and resources provided the counselor, teacher, and administration tools on how to support students and parents. The ability to participate in virtual workshops, webinars, and conferences made professional development more accessible by not requiring a substitute or the cost of travel.

The roles of staff did not change due to Distance Learning. The S. William Abel Academy Staff believes the best way to serve its students is to treat them like clients. In order to do that, staff ensures that students always come first. Staff did not change the services they provided; they merely changed the methods in which they provided services. For example, delivering meals instead of students eating on campus, using Google Classroom for assignments and check-ins, scheduling virtual field trips instead of in-person, providing counseling services either by zoom or home visits, and hosting parent conferences and ILP plan meetings via Zoom rather than in person. Staff did not see Distance Learning as an opportunity for learning loss, but a different approach in providing education.

The school population at SWAA represents a large percentage of students with IEP's. Collaboration between the SWAA teacher and the Special Education teacher allowed students to receive support one day per week with the Special Education teacher joining the zoom call during the student's one-on-one time with the teacher. These support meetings occurred on Wednesdays and when students transitioned to the hybrid schedule, the same schedule was maintained.

The biggest challenge that SWAA experienced and continues to experience with Distance Learning is the inconsistent logging in of students. While some students remain consistent in attendance during Distance Learning, a few continue to need persuasion.

Nevertheless, follow up phone calls to parents by the teacher and Supervisor of Attendance put the student back on track more often than not. Student success plans are developed for those students who continue to be absent. Individualized Learning Plan Goals are addressed at each quarterly meeting with some students achieving their goals and others deferring theirs to the next school year.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional and data technology driven tools to include Google Classroom and Zoom	\$1,155.00	Edmentum Program License \$1483.00	Y

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

The difference in estimated expenditures in actions related to learning loss included the increased cost for the Edmentum Program License. Edmentum provided courseware for students to complete core classes on line and also included Exact Path assessments to determine learning loss. S. William Abel acknowledges that there was a learning gap and learning loss from the summer slide from 2019-20. To determine the amount of loss is difficult to quantify. Since no baseline assessments were completed in 2019-20 due to teacher turnover and the pandemic, SWAA recognized that in order to be able to create a successful Individualized Learning Plan (ILP) for each student, it was vital to begin the year with diagnostic testing to determine student's academic strengths and weaknesses. These tests in Reading, Language Arts, and Math in Exact Path helped determine the essential areas in which students needed support. Moreover, Exact Path provided recommendations in charting a path for skill building and to mitigate learning loss. Individualized Learning Plans were developed at meetings with parents, students, and staff and assessment results were shared from each quarter. Exact Path provided skill building in areas where students were deficient. ILP meetings also reviewed progress and academic goals with students and parents regarding their trajectory to obtaining credits for their high school diploma.. English Language Learners were assessed in Spring 2021 through the administration of the ELPAC and results will also provide insight into the amount of learning loss when received. Since only two students were eligible to take the CAASPP Test in Spring 2021, data will not be representative of all students nor provide a clear picture of learning loss.

Special Education used Goals testing and NWEA assessment results to gauge learning loss. If learning loss has occurred, intensive intervention will be given in the areas of loss. An IEP meeting will be held to discuss the learning loss and goal adjusted. When appropriate, compensatory education will be discussed and offered if appropriate.

Children's Services will utilize developmentally appropriate assessment results to identify progress and areas of need. Individualized curriculum opportunities will provide concentrated focus to improve developmental gains.

## **Analysis of Pupil Learning Loss**

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

Exact Path Assessment results representing all four quarters gave parents some indication of the amount of learning loss for their student but also how much the student rebounded at the conclusion of school. The final results of the Exact Path Assessments will serve as a benchmark for the 2021-22 School Year. 100% of the parents surveyed appreciated the school reopening and students returning to some in-person instruction. Student surveys revealed that 100% of the students were eager to return to school as they were not fully engaged in distance learning and desired the face-to-face interaction with their teacher. Teacher comments indicated the increased change in student's productivity when students attended school in-person. Monthly Progress reports generated by the grading program, Aeries, provided students and parents updates on student's progress in classes. The teacher also reviewed these reports during parent/student/teacher conferences. These progress reports will continue to be generated and shared.

Since the student population at S. William Abel represents all subgroups: English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness, the same supports and programs were made to all students.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

With COVID-19 creating additional stress for students who are already deemed "At-Risk", supports for social emotion well-being were not only imperative but time-sensitive. The beginning of the school year focused on ensuring daily interactions with all students and follow-up when students became not available based on the informal feedback provided to the principal from the teacher and counselor. The services of the Licensed Marriage and Family Therapist/Counselor was called upon to ensure that students were supported socially and emotionally. The teacher incorporated the use of Google classroom which allowed all students to interact as a class and with the teacher, even when face-to-face instruction was not an option. Student feedback encouraged the teacher to use

Google classroom rather than zoom. The delivering of school meals allowed staff to perform wellness checks on students three days per week to ensure student's health and well-being.

Furthermore, the school purchased Go-Guardian which not only provided the teacher the ability to refocus the student on the task at hand, but it also included software information that provided staff alerts when students searched for key words that may indicate the student was in emotional distress.

Continuing to provide incentives for students and following the Multitiered Systems of Support (MTSS) model has provided students the opportunity to be rewarded for demonstrating positive behavior. Students set classroom goals to be achieved by all students and all goals were met in the 2020-21 school year. These goals focused on demonstrating positive character traits and contributing to the social well-being of students in class. Virtual field trips provided by the teacher on Fridays during distance learning allowed students to experience a change to the current schedule and an opportunity to experience something beyond the traditional coursework.

The enthusiasm to re-open the S. William Abel Academy for in-person instruction was driven by the survey responses that parents realized the need for their students to return to school for social interaction, and staff was eager to have students back on campus to provide all supports and services. The hybrid model of instruction brought some emotional stability to the students and their parents. Surveys sent to parents always included questions regarding their mental health and the effect COVID-19 was having on their families and themselves. Support was available and utilized by family members to ensure the student and their family maintained their mental health.

Challenges in providing social emotional support to students were faced when students were on distance learning. Some days students did not check in to their class at the scheduled time and the teacher was unable to determine their well-being. Follow up phone calls by staff and home visits mitigated this problem. With students being on campus, it made outreach by the teacher, principal, or counselor more manageable.

## **Analysis of Pupil and Family Engagement and Outreach**

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

Pupil and family engagement was and continues to be a struggle at the S. William Abel Academy. With potential exposure to COVID as a risk throughout the 2020-21 School year, pupil and family engagement was at a minimum. ILP meetings were conducted and LCAP meetings hosted. Zoom meetings were scheduled for parent-teacher conferences and not until May 2021 did parents attend any school functions. This was due to the fact that there were no school functions offered prior. End of the year field trip participation by a parent showed hope that more pupil and family outreach can be accomplished in the 2021-22 school year.

Throughout the 2020-21 year, absence reports and grade reports were shared with students and parents at ILP meetings and parent conferences. For students having difficulty in Distance learning and not participating, Student Success Team meetings were held, and a plan was created with reengagement strategies included. Due to the small size of the student population, when parents were having

concerns regarding the engagement level of the student in the school program, conversations with the principal and teacher resulted in the incorporation of strategies for re-engaging students using the MTSS tiers of support.

The CCOE Preventions Services Team provided staff virtual trainings with Dr. Victor Rios and Dr. Pedro Nava to navigate engaging parents in non-traditional ways and view them as partners and assets.

With the help of the Prevention Services Team, some activities were conducted at the conclusion of the 2020-21 school year and parents were invited and attended. Healing California is an excellent example of collaboration between the CCOE Prevention Services Team and parents. The future looks bright for family engagement once COVID-19 exposures are significantly low. Plans for parent nights and family engagement have begun and will be a priority in 2021-22.

## **Analysis of School Nutrition**

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

Knowing that greater than 87% of students at S. William Abel Academy are socioeconomically disadvantaged, meals and school nutrition play a vital role in the lives of students. Since there is a small student population, all students receive free meals. Prior to October 14, 2021, when students were on Distance Learning, all students received meals three days per week. Meals were delivered by staff and allowed the opportunity for wellness checks and the submitting of school work produced, graded and returned during meal delivery. Once school opened on the hybrid schedule, meals were delivered to students two days per week when students were returned home to ensure a full week supply of meals. Students on Independent Study were provided a full week meal supply as well. When students were on campus, three days per week, meals were prepared and plated individually by cafeteria staff to ensure student safety.

Challenges in providing school nutrition included establishing a set meal delivery schedule with students or parents present to receive the meals. Other challenges included that while SWAA provided nutrition to the student's doorstep, other siblings in the house from other school districts did not receive the same service. This forced parents to ask the question of why their other children were not provided the same services.

Since Educational Services' staff intends to obtain Servsafe Certification during summer 2021, non-frozen meals will be available for delivery. 50% of student surveys revealed the request for fresh food in addition to the frozen food being delivered for the next school year.

## **Additional Actions and Plan Requirements**

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	There are no additional actions to include in this section.	N/A	N/A	N

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

N/A

## Overall Analysis

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

Even though during the May 2020 and May 2021 surveys 100% of parents and students surveyed indicated that they were pleased with the transition to Distance Learning during the pandemic and “the school handled the situation effectively”, Distance Learning and the hybrid schedule has identified needs that the S. William Abel Academy will need to meet in the forthcoming years. While the hybrid schedule reflected an increase in Exact Path diagnostic test scores from Distance Learning, the need to offer in-person instruction five days per week should reflect an even greater increase in student scores. Diagnostic assessments will need to be completed in the fall of 2021 to determine an effective baseline for measuring growth with in-person instruction. Student and Parent follow-up surveys conducted in May 2021 revealed 100% of parents and students requested in-person instruction for the 2021-22 school year. The one student on Independent Study requested to remain on Independent Study due to personal reasons. Other items of interest revealed during the survey included continuing the transportation of students to and from school and providing student meals. While 43% of parents rated the meal distribution program extremely effective, and 43% rated it very effective, 14% rated it only slightly effective. The request to offer fresh foods versus frozen foods was the major reason for the rating.

Curriculum updating and adopting will be a priority for the 2021-24 LCAP as some students struggled with the online Edmentum curriculum. Edmentum reports reveal that only 191 hours of instruction were utilized by students in the 2020-21 school year, with peaks in September and October 2020. Alternative standards-aligned curriculum resources needed to be provided for students to meet graduation requirements.

In addition, requests to provide work based learning experiences for students was mentioned in the parent post survey.



After school tutoring utilized by English Language learners showed an increase in test scores from Quarter 1 to Quarter 3 and also an increase in credits earned. The need to provide after school tutoring or additional academic support from the teacher will continue into the 2021-24 LCAP years. At the time of writing this LCAP, it was too early to determine the effect of after school tutoring on ELPAC scores.

Having implemented the hybrid program in 2020-21 and parent and student request to return to in-person instruction, lessons can be obtained from this experience. Students being on distance learning showed the need to have alternative curriculum resources for student learning. In addition, the need to have an additional assessment program to provide the school with data is a lesson learned. While at the time, waiving the state assessment requirement in 2019-20, seemed like a great plan, this resulted in the lack of data for the school to determine its effectiveness. In addition, having students on a hybrid program created some additional stress for students and staff when students lacked a stable internet connection during class time. Determining which days of the week to host in-person instruction forced staff to review attendance reports and charts to see patterns in student attendance. With alternative education school settings, the opportunity to provide students feedback and support on preparing them to return to their home district comes best when being able to speak with the student face to face. Also, having students in class provides an opportunity for students to receive incentives and participate in Career Technical Education or “hands-on” classes

COVID-19 has provided the need to pay careful attention to safety protocols and the need to update safety plans. Using the Health Education Framework will provide direction for students. The increase in support services from the school counselor will provide increased social emotional support for all students. The inclusion of increased parent opportunities will help provide social emotional support to families. Distance learning will be provided through the existing Independent Study Program or based on recommendations from the California Department of Education. All of these lessons learned will be reflected in the 2021-24 LCAP.

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

Pupil learning loss is being addressed in 2020-21 through multiple ways. After school tutoring provided by the teacher on Wednesdays that was provided in 2021 will continue to assist students needing additional support. In addition, learning loss is being tackled by the implementation of a summer learning academy. Realizing the need to offer a hands-on, project based learning summer school academy to engage students beyond the regular school year is being piloted in June 2021. This summer academy is open to all students with 86% of students expressing interest in participating. The program will focus on developing projects that span across multiple discipline areas. At the time of this writing, five of the seven S. William Abel Academy Students were attending summer school. Another summer academy focusing on project based learning is being planned for 2022-23. Program improvement and changes will be incorporated based on the recommendations of stakeholders following the current summer academy.

In addition, the completion of diagnostic testing with Exact Path in fall 2021 will establish a baseline to compare scores in Spring 2022 to determine learning gains or loss. Completion of high school credits will continue to be a factor as students progress toward their graduation and Individualized Learning Plan goals. All the forementioned strategies and assessments will be provided to all SWAA students including those with unique needs.

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

As mentioned previously, due to the small student population at the S. William Abel Academy, all students receive supports as many students meet various program services areas.

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

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

COVID-19 has taught a lot about the strengths and weaknesses of the educational system. For S. William Abel, it is no different. Reflection of program needs, and program improvement is what has directed the development of the 2021-24 LCAP. While stakeholder survey results show that students, parents, and partnering agencies are appreciative of the services provided to students, the focus of the quality of education being provided remains in the forefront. The need to expand, develop, update and adopt standards-based curriculum is key. In addition, the student and parent requests to provide work based learning experiences for students has been noted and prioritized. The consistent need for social emotional support, curriculum, and guidance will remain regardless, if COVID-19 is present or gone. Since the S. William Abel Academy is host to a small student population, it has the ability to create innovative ways to provide student and family engagement. The ability to provide food and transportation will continue to be a major focus as it allows direct interaction and relationship building with the students, and resources that our students so desperately need. The writing of the LCAP, SARC, and WASC Self-study will allow S. William Abel to take a deeper look at its programs, outcomes, and how to improve services for students. Increased funding from the state through one time grants will allow SWAA to provide additional resources to students.

With a small group of students and consistent communication with parents, stakeholders have the opportunity to provide input regularly. Student Stakeholder meetings, LCAP Stakeholder meetings, parent conferences, weekly check-ins with the teachers, Educational



Services Staff meetings, field trips and daily phone calls afford the opportunity for input from all parties. SWAA will continue to work with its partners, parents, students and staff to ensure that changes continue, and stakeholders are involved in the process.

## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Analysis of In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education  
January 2021

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Colusa County Office of Education	Lorilee Niesen, Director of Educational Services	<a href="mailto:lniesen@ccoe.net">lniesen@ccoe.net</a> (530) 473-1350 x 10834

## Plan Summary 2021-2022

### General Information

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

Colusa County, nestled in the northern part of California just 70 miles from the state capitol is a rural farming community that is a large contributor to the state's agricultural production. Rice, almonds and processing tomatoes represent the top three commodities over the span of 1,156 square miles. With a populous of only 21,547 people, a focus on agriculture and the county being ranked 18th in Agricultural Production in California, it would appear the unemployment rate would be low. Unfortunately, Colusa County consistently has one of the highest unemployment rates in the state with rates fluctuating from 15-21%. In addition, with a large population of agricultural workers in the county needed to support the production of the agricultural crops, many families are migratory.

One of the county's top employer is the Colusa County Office of Education (CCOE). CCOE employs 260 people representing multiple departments including Administrative Services, Business Services, Children's Services, Educational Services, Human Resources, Special Education and Technology Services. While program titles represent each department, it is important to note that the CCOE Special Education department provides the administration and oversight of the Coastal Buttes Academy, a school dedicated to fostering student growth using a full continuum of educationally beneficial services designed to support student success in the least restrictive environment. Located at the same facility as Special Education, the Educational Services Department is responsible for: a plethora of grants; Preventions Services programs; differentiated assistance to the four local districts; the Colusa County Adult School; and provides the management and oversight of the S. William Abel Academy (SWAA).

The S. William Abel Academy, which was previously referred to as the S. William Abel Community School, is a county community school providing academic and social emotional services for students that are expelled, deemed "At-Promise", or are placed based on parental choice. The school received WASC accreditation in 2018-19 and is in the midst of preparing its Self-Study for an accreditation team visit in March of 2022. SWAA is located in Williams and serves students in 7-12th grades. The enrollment numbers for SWAA continually fluctuate due to expulsion numbers, school referrals, graduates, the successful transition of students back to their home districts and the transiency of the student population. In 2018-19, 41 students were served by SWAA. 2019-20 showed a decline in enrollment to 23 students to the current enrollment for the S. William Abel Academy of 7 students. These declining enrollment numbers represent students transitioning back to their home districts, 8 students receiving their high school diplomas in 2018-19, and 4 graduating in 2019-20. Moreover, zero expulsions during the COVID-19 Pandemic, and the mere fact that schools were scrambling and trying to survive from March 2020 when the pandemic hit has represented no growth in enrollment during the 2020-21 year. SWAA is considered a DASS (Dashboard Alternative School Status)



School and with numbers in each subgroup being less than 10, it does not report student data to the California Dashboard. Regardless of the size of enrollment, SWAA continues to provide all students with an individualized learning plan to meet their individual needs, and the social emotional support necessary to ensure success. While all students receive services, the small student population does represent all of the various subgroups of foster youth, McKinney-Vento students, English learners, economically-disadvantaged students, Special Education students, Migrant various ethnicities, youth on probation, and students that are extremely credit-deficient.

With a small county office and a small school, this translates to employees wearing many hats. For example, the Director of Educational Services serves as the Principal for SWAA, the sole administrator of the Colusa County Adult School, the LEA CAASPP Coordinator, the Farm to School Administrator, the LCAP writer, the WASC Accreditation lead and writer, provider of oversight of numerous grants and budgets, grant writer and all other duties as assigned. The positive side to staff wearing many hats allows the seamless transition of students to the adult school, the collaboration with the small number of teachers on staff, and the coherence of the writing of the SARC, WASC Report, Local performance Indicators and the LCAP. The Assistant Superintendent of Educational Services also plays a key role in supporting the students at SWAA by providing translation, student support, budgeting assistance, and program guidance. She also provides direction in the writing of the aforementioned reports.

Small student numbers and a small staff is not reflective of the support and services that SWAA students receive. Even though the LEA attempts to apply for Title I, Title III, and other program funds, the small enrollment results in minimal amounts being awarded when compared to the time necessary to complete the required documents for compliance. Even though 43% of the student population are English Learners and Title III funds are not received, the Educational Services Team continues to provide all communications in both English and Spanish. Individualized Learning Plan (ILP) meetings held every six weeks, college courses offered to students at the adjacent Woodland Community College Campus, counselor support, options for Independent Study, free meals and free daily transportation to and from school are just a few of the perks for SWAA students. Small student numbers have allowed the reopening of school in a swifter fashion than large districts. The ability to collaborate with the Colusa County Public Health, Probation and Behavioral Health Departments, Department of Health and Human Services, Woodland Community College, the Sheriff's Department and Williams Police Department result in students being supported by community agencies and an extension of services available. The location of the S. William Abel Academy is the CCOE Education Village, which fittingly describes the approach the county office takes to serving its students.

## Reflections: Successes

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

Some of the successes achieved by the S. William Abel Academy includes:

- 12 students graduating from S. William Abel Academy in the last two years
- 2 students graduating as 11th graders
- WASC Accreditation Status
- Development of additional CTE experience in Certified Nursing Assisting for SWAA students amidst COVID-19
- Transition of 5 students back to their home districts in 2019-20

In addition, there were no student suspensions in 2020 when compared to 2019 Dashboard Data being in the red. Local indicators self-reflected indicate that SWAA continues to build trusting and respectful relationships with it partners and families and sustain them. Local indicators also reflect that SWAA is implementing and sustaining coordinated instruction and establishing ongoing collaboration and policy

development for transparent referrals. In addition, Prevention Services coordination of services has resulted in full implementation and sustainability of providing information and assistance to LEAs regarding the educational needs of foster youth.

## Reflections: Identified Need

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

A focus area for improvement based on local indicator self-evaluation includes the need to create parent engagement opportunities. Collaboration with the Prevention Services Team has begun with the planning of “We are Family” themes to provide parents engaging experiences on a monthly basis. The self-reflection tool also identified the need to update curriculum based on state standards and frameworks

2019 Dashboard data showed the S. William Abel Academy in red for suspension rates. Needing to make changes to redirect student behavior, SWAA used a variety of MTSS strategies including a student incentive program and a PRIDE store for students to redeem tickets for positive behavior. The PRIDE Store and student incentives will continue to be offered and with no suspensions in 2020-21, SWAA is hoping for the same outcome.

## LCAP Highlights

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

This year’s LCAP features a focus on curriculum and assessment to align curriculum with the most recent standards and frameworks. It also provides actions and services to create more experiences in work based learning and Career Technical Education. In addition to student experiences, it provides actions to address social emotional learning and support for students as well as their families. Goals, actions and services were written directly to address the needs identified by students, parents, staff, and other key stakeholders.

With the S. William Abel Academy student enrollment consisting of seven students, state wide metrics become difficult to measure due to data not being provided to protect student privacy or such small student population size results in a substantial percentage increase for just one student. Realizing the need to identify ways to meet the state metrics, this LCAP will use alternative ways to address the metrics using local data and assessments. Metrics 4A, 4B, 4C,4D, 4E, 4F and 4G will be met using alternative local measurements and are described in further detail in the “why” statements of the corresponding goals.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

**Stakeholder Engagement**

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

The Stakeholder Engagement Process is a result of many approaches to seek recommendations on how to maintain and improve programs at the S. William Abel Academy. Traditional stakeholder processes like sharing the LCAP with English Learner Parent Advisory Committees and school site councils to request feedback does not occur at SWAA due to the low number of students, the transiency rate of students and the fact that with the small number of seven students, school staff communicate with parents regularly. In addition, CCOE does not meet the requirement to establish an English Learner Parent Advisory Committee due to the student population being less than 50 students. Instead, SWAA utilizes other means to engage stakeholders in the LCAP Process. An LCAP committee, composed mainly of parents along with other key stakeholders was developed in prior years to meet statutory requirements. The rationale for developing the LCAP committee was to allow parents the opportunity to provide input on the LCAP and also listen to other agency partners share their concerns and recommendations on how to improve services at SWAA . This gave parents the opportunity to meet SWAA’s agency partners and the services they provide. Typically, two LCAP meetings are held each year and stakeholder groups are invited. Due to the COVID-19 Pandemic, only one LCAP Stakeholder Meeting was held on February 25, 2021. While there was representation of parents, teachers, administration, support staff and partnering agencies, additional stakeholder feedback was solicited in addition to the recommendations made at the meeting. This request for feedback was directed to all parents of SWAA students during parent teacher conferences to garner input on the 2021-22 LCAP.

Stakeholder engagement also included discussing the 2021-24 LCAP at Student Stakeholder Meetings that occur monthly. The LCAP was not only listed as an agenda item, but a description of the role the LCAP plays in the school was provided. Once students understood the role of the LCAP, suggestions for school improvement and recommendations for program changes were provided by students.

The LCAP was also discussed at multiple Educational Services Staff Meetings requesting input on changes staff would like to see in moving forward. The Educational Services Team consists of the Assistant Superintendent of Educational Services, the SWAA Teacher, SWAA LMFT/Counselor, administrative assistant, Prevention Services team members, The Program Support Technician and the Director of Educational Services. Monthly Cabinet meetings held at the county level also served as a platform for stakeholders to provide input. Cabinet members include other program areas such as Special Education, Children’s Services, Administrative Services, First 5, Technology Services, Public Relations and Educational Services.

Surveys are used as a means to obtain stakeholder feedback from parents and students. While the California Healthy Kids Survey (CHKS) was provided and requested to be completed multiple times, results show only one parent completed the survey and some students. Data is currently pending regarding the outcome of the completed surveys and once received, the data will be used as recommendations for program improvement. Oral and written surveys were provided to parents and students in May 2020, regarding student and family needs directly tied to access, COVID-19, and the request to return to a hybrid model of instruction. In addition, Summer School Surveys were provided and received by students and parents regarding the establishment of a summer academy to mitigate learning loss. Finally, due to the low response of the CHKS survey, surveys were conducted during Spring Parent/student/teacher Individualized Learning Plan meetings to obtain additional feedback on LCAP recommendations.

Realizing the requirements to meet with local bargaining units, the Parent Advisory Committee, and the English Language Parent Advisory Committee, SWAA does not have a local bargaining unit for its one full time teacher. Also, with the small student population, parents are consulted on a regular basis regarding program changes needed so committee meetings are not held. Since CCOE's current student population does not require an EL Parent Advisory Committee due to its EL student population being less than 50 students, it seeks input from parents through individual contact. Student feedback is provided at monthly Stakeholder meetings where the LCAP is a common agenda item. Since the SELPA Administrator is housed at the same site as SWAA, collaboration and communication is effective and on-going.

Due to the small staff at SWAA, weekly check-in meetings between the teacher and principal provide an opportunity to discuss strategic planning, accountability and improvement in programs. Since the Director of Educational Services also serves as the Principal for the S. William Abel Academy and the LCAP writer, the opportunity to request stakeholder feedback is often. Due to the meetings attended, the committees she serves on, the commitment to improve safety, and consistent communication with parents, students, and partnering agencies, stakeholder engagement is an on-going process. WASC recommendations from the Initial Visiting Committee in 2018 that resulted in accreditation through June 2022 have also been considered in the development of the LCAP.

#### A summary of the feedback provided by specific stakeholder groups.

The LCAP Stakeholder meeting was attended by parents, teachers, the principal, the LMFT and agency partners. Since local bargaining units, English Language Parent Advisory Committee, and Parent Advisory Groups do not apply to SWAA due to its small student population of seven students other methods of obtaining feedback are used such as individual parent contact, communication with the SELPA Administrator, and Student Stakeholder meetings

#### Highlights of the February 25, 2021, LCAP Stakeholder meeting included:

- The appreciation of the continued collaboration between the S. William Abel Academy and the probation department. It was also requested that the same level of communication continue between the school and agency to better serve the students.
- Other agency personnel believed there was a "strong support system for students with dedicated staff that care about student success" and would like that to continue.
- Support staff present discussed the supports provided for the social-emotional well-being of students and how that was providing students the fundamentals needed for survival.

#### Recommendations from the LCAP Stakeholder Meeting included:

- Continuing to provide transportation to and from school even after the COVID-19 Pandemic ends since public transportation has logistical issues
- The creation of student success plans for all students with parent input so that parents could be educated on how to support their children
- Improving attendance rates of students to ensure that students are in school
- The inclusion of SWAA Students in One Stop's Friday Night Live Club

#### Additional Recommendations provided by staff, parents and students include:

- Continued incentives for students for achieving personal and class goals including but not limited to the PRIDE Store, Class Thermometer Goals, and end of the year field trips to acknowledge student success
- More in-person field trips when they become available
- Offering a Summer School Academy to mitigate learning loss
- More physical education opportunities for students
- Expand CTE and Work-based learning opportunities for students to develop work-ready skills
- Changes to the meal program, including fresh foods in the meal delivery program
- The need to continue to stay focused on student's credits and classes
- The continuation of home visits and school-family communications
- Membership in Student Leadership Organizations for SWAA students
- Continued need of support services for students and their families
- Additional parent engagement opportunities to support parents
- Implementation of additional assessment tools to monitor student progress and guide instruction
- Creation of Professional Development Plans for classified and certificated staff to increase knowledge and capacity
- Additional space for students to congregate and work on CTE Projects such as wood-working
- Updating curriculum and supplemental materials aligned with state standards and the Common Core

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

SWAA staff recognizes the need for continuous program improvement. The stakeholder input provided above gives the school direction in areas to improve. All recommendations will be given consideration but due to the small class size and the availability of resources, staff cannot guarantee all requests will be met. The writing of the goals, actions and services are reflective of the stakeholder feedback provided. The inclusion of critical areas for follow-up from the Visiting WASC Committee into the LCAP will result in the extension of accreditation for the S. William Abel Academy. The S. William Abel Academy works continuously to meet the needs of all stakeholder groups. With the small staff of seven people communication is an on-going process. There is open communication weekly with the teacher and principal through weekly check-ins. In addition, the principal and administrative assistant meet weekly to discuss concerns and program improvement for SWAA. With probation personnel being on campus every two weeks, communication is consistent with our partners. Educational Services Monthly Meetings include LCAP as a standing agenda item. Communication is a key focus of SWAA.



# Goals and Actions

## Goal

Goal #	Description
Goal #1	S. William Abel Academy will raise the achievement of all students through rigorous, relevant curriculum and instruction and will be measured through formative and summative assessments.

An explanation of why the LEA has developed this goal.

Even though S. William Abel Academy does not report individual student assessment data to the California Dashboard due to less than 10 students per grade level, Exact Path Diagnostic results show that six out of seven students are below grade level in Reading, Math and Language Arts. The need for students to be at grade level and the recommendation from the Visiting WASC Committee for curriculum changes necessitates a need to change curriculum. In addition, the need for science and math adoption to replace outdated textbooks will allow all students the opportunity to have a choice and access. Edmentum, the online curriculum currently used, which meets A-G requirements works for some students, while others prefer the textbook approach to learning.

An alternative assessment program in addition to Exact Path Diagnostics will be reviewed and implemented to establish the amount of learning loss students have endured due to the pandemic. A new assessment program will allow students to be tested throughout the year and prescriptions be recommended. The implementation of these local assessments helps SWAA address the statewide metrics that accommodates its small school size. For example, metric 4A, relating to Statewide Assessments, and scores not being reportable to protect student privacy, SWAA will use performance on local standardized assessments to measure student growth. Local assessments include Exact Path Diagnostics and the future purchase of a NWEA's MAP test. The desired outcome is for students to increase student performance at the end of each year in ELA and Mathematics. The CAASPP and ELPAC will continue to be administered to students as applicable as 2020-21 Data shows 100% of 11<sup>th</sup> graders completed CAASPP Testing and 100% of ELL's completed the ELPAC test.

With reference to metric 4D and the focus on English Learner Progress, and again results unable to be reported to protect student privacy. SWAA will continue to provide the ELPAC to the necessary students, but measurement of progress will be through the increased scores in English/Language Arts on the Exact Path Diagnostics test. SWAA students are expected to show growth from the preassessment given in August when compared to the post assessment given in May.

SWAA will continue to administer the ELPAC to English Learners, but establishing an increase in percentage for reclassifying students English Proficient to meet metric 4E is difficult due to the small student population. SWAA will continue to provide tutoring for students and the incorporation of ELD strategies to work toward the goal of student reclassification. Increases in English scores measured by Exact Path Diagnostics; and participation in specific lessons prescribed as targeted needs areas from Exact path will result in increases in student scores on the ELPAC with the goal of students being redesignated.

While curriculum and assessments actions are the focus of Goal #1, the need to maintain a properly credentialed teacher; provide student access to standards based instructional materials and a broad course of study; and implement academic content and performance standards will also contribute to increasing student achievement. The focus of ELD strategies will result in improved scores on the ELPAC summative test and equate to an increase in English Proficiency and possible reclassification of English Learners.

Staff development opportunities to implement new curriculum and administer new assessment programs which will provide recommendations for increased student learning and will in turn support students. These increased supports will be reflected in increased scores on student individual assessments. Since CAASPP scores are not reported to the California Dashboard, due to less than 10 students per grade level the focus will be on improving individual student scores. In addition, staff development on ELD will assist in providing additional supports to English Language Learners which will lead to increased individual scores on the ELPAC test.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Properly Credentialed Teachers	2020-21 shows zero teacher misassignments (CALPADS Data)			.	CCOE will maintain fully credentialed teachers and zero teacher misassignments
1B. Student access to standards based instructional materials	2020-21 shows 100% of students have access to standards based instructional materials (2020-21 SARC Report)		.	.	Maintain 100% of students will have access to standards based instructional materials
2A. State Board Adopted academic content and performance standards fully implemented	2020-21 100% of online courses are aligned to state standards (Edmentum Course Descriptions)				100% of all courses will be aligned with state standards and frameworks
2B. How programs and services will enable EL's access to CCSS and ELD standards	2020-21 100% of online curriculum include alignment to Designated and Integrated ELD standards				100% of new curriculum will align to CCSS and designated & integrated ELD standards



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Edmentum Course Descriptions)				
7A. All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220:	2020-21 100% of students have access to a broad course of study through the curriculum used for instruction				100% of students have access to a broad course of study through curriculum used for instruction

## Actions

Action #	Title	Description	Total Funds	Contributing
1	SWAA Teacher	Highly qualified instructor to meet the academic needs of all students that has CLAD or SDAIE authorization	\$50,920.00	N
2	Assessment Program	Implement a new assessment program to determine student levels and targeted areas for support	\$2000.00	Y
3	Curriculum	Provide students with a culturally responsive, relevant, curriculum aligned to California Standards (Common Core) with an emphasis on English Language Development, academic vocabulary, and reading proficiency  Explore science and math curriculum replacement	\$24,500.00	N
4	Staff Professional Development	Staff participation in professional development events that build capacity in providing engaging, educational learning experiences	\$1000.00	N
5	ELD Strategies	Staff participation in professional learning intentionally designed to assist English Learners in core content and advancing in English language proficiency areas	\$500.00	N

# Goal Analysis 2021-2022

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

Goal #	Description
Goal #2	Provide an instructional program that prepares students for college and career readiness.

An explanation of why the LEA has developed this goal.

Student response at student stakeholder meetings have been centered around Career Technical Education (CTE) Program experiences and the desire to participate in additional classes. Parent survey responses have indicated the need to have work-based learning experiences for their students. The overwhelming response to participate in the Summer School Academy in 2021, is a direct reflection that SWAA students are interested in hands-on, project-based learning experiences and parents are encouraging their enrollment.

Since SWAA has not been able to offer CTE Pathways due to its small staff, CALPADS data has reflected students completing courses rather than pathways. With the transiency nature of students, establishing a CTE pathway does not always equate the best use of limited funding. S. William Abel Academy establishes Individualized Learning Plans for each of its students to establish a trajectory toward graduation while also incorporating personal goals the student wishes to achieve. Because of the variety of the students that SWAA serves, trying to find a CTE pathway that represents all students interest is not only difficult but problematic due to staff and funding. The common message heard is that students and parents want some type of CTE experiences. SWAA will continue to offer CTE courses and also work with other agencies to provide CTE Pathway completer experiences. To meet state metric 4B, regarding CTE Pathway Completers, SWAA will provide opportunities for students to participate in CCOE's Basic Wildland Fire Academy and Certified Nursing Assistant Programs and

also offer program enrollment in the adjacent Woodland Community College. With a transient student population, measuring progress may be difficult, but through CTE Goals documented on the student's individualized learning plan, enrollment in a CTE pathway program, or documenting CTE work based learning experiences, SWAA is working toward CTE pathway experiences.

A-G courses are made available to all qualified students however; these are not applicable metrics for community school students due to transiency, exceptional credit deficiency, lack of consistent assessments, and partial credits when enrolling in SWAA. No students enrolled in A-G courses in 2020-21. Therefore, Metric 4C, percentage of students completing UC course requirements or CTE programs of study; 4F, the percent of students who pass AP exams; and 4G the percent of students participating & demonstrating college preparedness in Early Assessment Programs are not applicable to SWAA's student population. Instead, measuring student success by their Individualized Learning Plan and their progress of obtaining credits toward graduation is a more applicable measure of success. Four year plans are also provided to each student with the amount of credits needed for each year to meet their goal of obtaining their high school diploma or transitioning back to their respective district with the necessary credits for their grade level. Four year plans are discussed at the beginning and end of each school year to determine if the student has met the recommended target, and this will serve as a measurement toward the metrics. While SWAA continues to create a student success plan for all students that includes projected graduation it will continue to teach students essential reasoning and decision-making skills with the goal of higher order learning to provide choices and the opportunity to participate in EAP programs.

The current population of students have not expressed a desire to participate in A-G courses even though they are afforded the opportunity. This also translates to the student's lack of desire to participate in AP classes and no tests being administered. SWAA will continue to offer these programs in the event that students enroll in the school and desire these programs.

When SWAA students arrive, many have not considered college as an option. Some lack knowledge regarding college entrance requirements while others think they lack the ability to go to college. Providing college experiences allows students to consider going to college for the first time. In addition, providing work-based learning experiences opens the door to careers that students show interest and provides skills to assist them in obtaining a job. Regardless of a student's pursuit for college or work, obtaining their high school diploma is the main goal of 100% of the students while at SWAA. The Summer School Academy provides an opportunity to participate in "hands-on learning while obtaining the course credits necessary for graduation.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E. High school graduation rate	<p>2019-20</p> <p>The graduation rate at the S. William Abel Community School during the 2019-2020 school year was 40% measured using the DASS Graduation Rate formula</p> <p>These numbers fluctuate based on enrollment.</p> <p>2020-21</p> <p>Only one 12<sup>th</sup> grade student was enrolled in SWAA, but transferred to a different school prior to the end of the year, thus resulting in a graduation rate of 0.</p>				<p>Increase the 2020-21 high school graduation rate 28%.</p> <p>Transition of students, 18 years and older to the Colusa County Adult School at the end of the school year to assist in graduating</p>
8. Pupil Outcomes Percent of students participating in a CTE course	<p>2019-2020</p> <p>26.09% of the SWACS students participated in a CTE course measured by CALPADS Data</p>				100% of students participate in a CTE course

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Individualized Learning Plans	Use Individualized Learning Plans (ILP) and Student Success Plans to provide feedback on student progress to student, parent, and teachers to career and college ready skills and credits toward graduation.	\$0	N
2	CTE and College Readiness Experiences	Develop a continuum of experiences in CTE and college readiness for students that promote soft skills training, personal planning and field trips to business and college visits	\$31,000	Y
3	Summer School Academy	Continue the Summer School Academy with an emphasis on project-based learning experiences	\$8356.00	Y
4	Course Offerings	Provide course offering access to all students which may include classes at comprehensive schools, community college dual enrollment, and online learning classes to meet student's academic goals	\$1000.00	N

## Goal Analysis 2021-2022

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

Goal #	Description
Goal #3	Develop and implement a multi-tiered system of support in collaboration with parents and partner agencies that improves social emotional health and student engagement.

An explanation of why the LEA has developed this goal.

Incorporating multiple levels of support for SWAA students is requested by parents and students. The increased supports will improve social emotional health for students as well as their families. Stakeholders emphasized the need to provide supports for students at the Stakeholder Meeting in February 2021.

Student's social emotional health can be improved by a number of ways. Attending a school that is clean, inviting, and properly maintained can ultimately influence how the student feels about their school and if the school values their clientele. While facilities are only a fraction of the importance of the school climate, the measurement of school climate is done through the student, parent and staff surveys. School climate also correlates to students who want to attend school regularly and follow school rules. This translates to attendance, suspensions, dropout and expulsion rates for SWAA.

Involving parents in their student's school has been a challenge in the past due to the transiency of the student population. A concerted effort this year to create engaging parent opportunities that provide support for them as well as their students is a priority. The intent is to create connectedness of the parent to the school through these planned activities. While SWAA cannot predict which students will be expelled from local LEA's or transitioned back, it can provide engaging activities in the interim.

In addition to working with parents, the need to collaborate with local agencies to provide supports for SWAA students is not only beneficial but necessary. Due to limited funding and lack of resources, working with local agencies provides multiple supports for students and parents that SWAA would be unable to provide. This also includes working with specific agencies and teams that provide targeted assistance for unduplicated student groups such as English learners and Foster Youth. These coordination of services are focused on improving student's social emotional health and student engagement.

It was expressed by agency partners, parents, and students that meals and transportation were a priority in meeting students needs. By providing these services, students basic needs are being met which allows them to be present and engaged in school, leading to improved social emotional health. Providing student incentives and maintaining the student PRIDE store, allows students to be recognized for positive behavior by all staff members and creates an atmosphere of multiple people providing support.

While measuring improvement in social emotional health may be difficult to quantify, SWAA will use attendance and chronic absenteeism metrics to determine improvement in a student's social emotional well-being. It believes that if students feel safe, valued, and supported students will continue to come to school on a regular basis.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C. Facilities are properly maintained in “good or exemplary” repair	2019-20 Education Village Sites received an overall rating of “Good” in FIT Report (Annual FIT Report)				Maintain Education Village sites receive an overall rating of “Good” in FIT Report
3A, B, C: Facilitate parent involvement through multiple opportunities including parents of unduplicated pupils and individuals with exceptional needs	Measured by participation/attendance of parents to the scheduled events through sign in sheets or survey completion  Individualized Learning plan meetings and Parent Teacher Conferences were held on 8/03/20; 9/14/20; 9/15/20; 9/20/20; 12/15/20; 02/09/21; 5/18/21  Parents were invited to attend the LCAP Stakeholder Meeting on February 25, 2021.  Parents were invited to participate in the CHKS Survey:14% of parents completed the survey  Parents were surveyed May 2020 and May				Host five parent engagement opportunities in collaboration with CCOE Prevention Services Staff  Parent Teacher Conferences will be held four times per year  80% of Parents will complete SWAA surveys  75% of parents complete CHKS Survey  Outreach will be 100% with 90% parent participation



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2021. 71.4% of parents completed the surveys.</p> <p>100% were pleased with the transition to the school Distance Learning/Hybrid Program.</p> <p>Parent Contact: 86% prefer face-to-face meetings; 14% prefer Zoom</p> <p>Rating of Food Program: 43% extremely effective, 43% very effective, 14% slightly effective.</p> <p>ILP meetings every six weeks promote participation of students with exceptional needs</p>				
5A. Maintain the school attendance rate above 75%	<p>85.3% attendance rate for 2019-20</p> <p>(Aeries Data)</p>				87% attendance rate for 2023-24
5B. Decrease the chronic absenteeism rate by 3 %	<p>Chronic absenteeism rate was 56.52% in 2019-20 measured by CALPADS Data</p>				53% chronic absentee rate in 2023-24
5C. Middle school dropout rate	<p>2020-21</p> <p>There was a zero dropout rate for middle school students</p>				Zero middle school dropout rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	measured by CALPADS Data				
5D. High school dropout rate	2020-21 High school dropout rate was zero measured by CALPADS Data				Zero high school dropout rate
6A. Reduce the number of students who are suspended annually	2020-21 Zero students were suspended measured by CALPADS Data				Suspension rate of zero  Measured by CALPADS data
6B. Pupil Expulsion Rate	2020-21 No expulsions occurred at SWAA, thus resulting in zero expulsion rate measured by CALPADS Data				Maintain Expulsion rates at zero  Measured by CALPADS data
6C. Student surveys on safety and school connectedness	2020-21 Due to the COVID-19 pandemic, initial student surveys focused on how to improve services during distance learning, supports needed for Social emotional learning, and consideration of a hybrid program for the 2020-21 school year. Survey results indicated 100% of students wished to return to a hybrid program in the				75% of students participate in CHKS Survey or other local survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>fall if offered and felt that the school would be a safe place to return.</p> <p>86% of students completed the CHKS Survey in 2020-21.</p> <p>Student response on safety and school connectedness measured through CHKS or local Surveys</p>				
6C. Parent surveys on safety and school connectedness	<p>2020-21</p> <p>14% of parents completed the CHKS Survey</p>				75% of parents participate in CHKS Survey or local Surveys
6C. Teacher surveys-school safety and school connectedness	<p>2020-21</p> <p>Due to only having one classroom teacher, a teacher survey was not conducted.</p> <p>Teacher requested to return to a hybrid model of instruction in October 2020 to connect with students.</p>				Continue weekly check-ins, staff meetings and informal conversations to collaborate with the teacher on ways to improve school safety and school connectedness
9. Coordination of services for expelled students	Metric measured through number of meetings with agency personnel, transition meetings with local districts and fully				Continue coordination of services with county child welfare, juvenile court system, behavioral health, and districts, to ensure the timely

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>executed MOUs with LEA's</p> <p>Expelled Student Plan for 2018-2021</p> <p>Coordinated Services for expelled students including Collaboration with the juvenile court system, behavioral health, the Colusa County Adult School, Woodland Community College, and CCOE Special Education.</p> <p>Developed Student transition plans and participated in transition meetings for students transitioning back to their home districts</p> <p>Developed and maintained Student ILP Plans for all students and IEP and 504 plans when appropriate</p> <p>Coordinated services with CCOE Prevention Services</p>				<p>transfer of student health and education records, immediate school enrollment, minimize changes in school placement, and immediate delivery of educational services measured through number of meetings, agendas and transition plans.</p> <p>Work with CCOE Prevention Services team to coordinate services by meeting monthly (12 times) to update services provided</p>
10. Coordination of services for foster youth	<p>2020-21</p> <p>The Foster Youth Executive Advisory Council quarterly meetings</p>				Continue coordination of services with CCOE Prevention Services to collaborate with county child welfare, juvenile court

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Monthly Foster Youth District Liaison meetings</p> <p>Transportation and meals provided to ALL students at SWAA, including Foster Youth to ensure that they attended school</p> <p>Metric measured through referrals to CCOE Prevention Services team and monthly meetings</p>				<p>system, behavioral health, and districts, to ensure the timely transfer of student health and education records, immediate school enrollment, minimize changes in school placement, and immediate delivery of educational services</p> <p>by meeting monthly (12 times) to update services provided including but not limited to transportation, meals and support services</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	Facilities Inspection Tool (FIT) ratings of good or better	\$15,010.00	N
2	MTSS	Provide academic and behavioral interventions	\$34,500.00	Y
3	Transportation	Provide reliable, safe transportation from home to school to increase attendance	\$7000.00	Y
4	Student Meals	Provide a nutritious breakfast and lunch for students through the National School Lunch Program for qualifying students and those that do not meet program requirements	\$6000.00	Y
5	Parent Engagement	Partner with CCOE Prevention Services Department to provide parent engagement opportunities on a regular basis and continue to invite parents to LCAP Stakeholder Meetings and student activities	\$1000.00	Y

Action #	Title	Description	Total Funds	Contributing
6	Student Incentives	Services and supplies need to achieve and maintain student academic and behavior goals	\$4000.00	Y
7	SEL	Provide social-emotional learning supports for students through curriculum, activities, and staff training	\$9437	Y
8	Independent Study	Support Independent Study/home school students by maintaining regularly scheduled weekly meetings to provide direct instruction, assignments and support	\$0	N
9	Instructional Assistant	Additional social emotional and academic services provided to SWAA students. This position will be based on available funding sources	\$45000	N
10	Referral process	Continue coordination between CCOE-Educational Services Staff and district liaisons for all referrals to SWAA regular and Independent Study Programs. Coordination of activities includes referral process and the integration of special education compliance with all placement change requirements for students with an IEP.	\$0	N
11	Foster Youth	CCOE will coordinate services for foster children through appropriate tracking through Foster Focus; monthly district liaison meetings; providing technical assistance as needed; meeting program compliance; and maintaining existing MOU with Colusa County One Stop to support the Independent Learning Program.	\$1500.00	N

## Goal Analysis 2021-2022

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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



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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
44.3%	\$30,550

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

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

Colusa County Office of Education is utilizing LCFF Supplemental funds to improve student achievement to meets the needs of low income, English learners and foster youth at the S. William Abel Academy. Due to the small school size of seven students, mobile student population, and extremely credit deficient students, some LCFF supplemental funds are used schoolwide. 2020-21 demographics for SWAA do reveal that 86% of SWAA students are low-income, 43% of SWAA students are English Learners, and 14% of the SWAA population represent foster youth. While many of the actions listed below are being used school wide, the actions listed in this section are targeted at improving outcomes for SWAA’s unduplicated students. SWAA’s county community school student population are low income students with a high mobility rate. There is a need to differentiate instruction to meet the various academic, social emotional, and career readiness skills needed by all students, whether they are enrolled for short or long term. Whether the student population consists of probation, probation-referred or at-promise students, all students demonstrate at-risk behaviors that align with factors of incarcerated adults or high school drop-outs.

The following actions/services have been identified as increasing or improving services beyond the base program:

Goal 1: S. William Abel Academy will raise the achievement of all students through rigorous, relevant curriculum and instruction and will be measured through formative and summative assessments.

Increased or improved services in goal 1 include:

(1.2) Assessing English skills for English Learners that provide a planned course of action to improve English learner outcomes beyond the current use of Exact path diagnostics. Current English Learner scores show that 100% are performing below grade level. By implementing NWEA’s MAP assessment, this will precisely measure growth and proficiency and provide insights to tailor instruction. These recommended areas for improved instruction in MAP combined with its ability to link to Exact Path remediation programs already in place at SWAA, will help students focus on key targeted areas of instruction. The use of this assessment and its effect on raising the achievement of students will be measured through qualitative feedback from staff.

Goal 2: Provide an instructional program that prepares students for college and career readiness.

Increased or improved services in goal 2 include:

(2.2) CTE and College Readiness Experiences: 100% of unduplicated students have listed on their Individualized Learning plans the goal of obtaining a job or obtaining skills to be employed. Parent stakeholder feedback has indicated the need for students to participate in work based learning experiences. Since 86% of students are low income, the exposure of students to colleges and financial aid, and potential careers will help assist them in meeting their goals. Measurement of work based learning outcomes will be reflected on student's individual learning plan goals.

(2.3) Summer School Academy will provide additional opportunities for students to participate in programs that allow for credit recovery. SWAA offers these programs to students' school-wide, since 100% of student that enroll in SWAA are credit deficient. Extended learning opportunities help bridge the gap for unduplicated students and those wishing to return to their district once their expulsion has been served. Outcomes will be measured though student ILP goals listed on ILP plans, and obtaining student's targeted goals regarding credits.

Goal 3: Develop and implement a multi-tiered system of support in collaboration with parents and partner agencies that improves social emotional health and student engagement.

Increased or improved services in goal 3 include:

(3.2, 3.6, 3.7) Multitiered Levels of Support for students at the SWAA will work to not only improve the chronic absenteeism rate of 56.52% in 2019-20, but provide targeted interventions necessary for foster youth, low income, and English learners. MTSS will provide a school wide system of increasing positive behavior to reduce student suspensions, reducing discipline referrals while increasing student learning outcomes. Student incentives for class participation and positive behavior has resulted in zero suspensions for all students. Social emotional learning support for foster youth, low income and English learners in the past has included at least weekly check -in for students to share concerns and have one-on-one counseling time with a therapist. These supports are necessary for continued success of at-promise students located at SWAA.

(3.3) Transportation to increase attendance: SWAA is 10 to 20 miles from neighboring rural schools; therefore providing transportation at no cost to students or families allows students to have a safe route to school while at the same time increasing student attendance. Providing transportation services in this high need area ultimately bridges the achievement gap. Low income students lack the resources to travel 20 miles to school daily. With nearly all students represented in one of the unduplicated student groups, SWAA provides transportation for all students school-wide. Transportation was claimed the highest priority by stakeholders at the February 25, 2021, Stakeholder meeting.

(3.4) Meals for low income students: students benefit from a no cost nutritious meal, improve their nutritional and educational outcomes which are directly tied to an increase in school attendance. Since 86% of SWAA students are considered low income and have expressed the need for breakfast and lunch, the school provides meals to all of its students to ensure students have access to nutritious meals daily. An increase in student attendance, correlated to a student's participation in the meal program will be the means for measurement.

(3.5) Parent engagement has been an area of needed improvement for SWAA. Additional parent engagement opportunities to support parents was a recommendation from the 2021 LCAP Stakeholder meeting . Services to include parents in engaging activities will benefit all parents but targeted activities will provide support in assisting their children identified as foster youth and English learners and in bridging the achievement gap for these student groups.

All actions for 2021-24 are newly developed actions.

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

The increased apportionment of supplemental concentration funds of \$30,550 is used to increase services for students by implementing the actions and services listed above. While more than 40% of these funds shall support specific student groups, improvement will be demonstrated school wide. By implementing the actions listed above supported by the increased funds, foster youth, English Learners and low-income students will benefit. This will be measured through increased attendance rates, low suspension rates, social emotional support, increased high school graduation rate, and increased individual scores on formative and summative assessments.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.



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

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