Golden Feather Union Elementary School District
August 13, 2021 Board Agenda

Meeting Location: 2771 Pentz Rd. Oroville, CA 95965 (530) 533-3467
Time: 4:30 PM

For persons wishing to review the full agenda packet, one is available in the lobby at each school site. Meeting site is wheelchair accessible. Any individuals who require special accommodations should contact the superintendent jpeete@gfusd.org at least two days before the meeting date.

1. **CALL TO ORDER – TIME:__________**

BOARD OF TRUSTEES		
Deborah Ingvoldsen	President	__________
Rich Miller	Clerk	__________
Don Saul	Trustee	__________
Matt Morris	Trustee	__________
Josh Peete	Superintendent	__________
Pearl Lankford	Executive Assistant	__________

2. **FLAG SALUTE**

3. **APPROVAL TO VARY THE SEQUENCE**

Motion__________Second__________Vote__________

4. **PUBLIC COMMENTS**

This is the time at which the President invites anyone in the audience: including district employees, wishing to address the Board on a matter not on the agenda to stand, state your name, and address for the record. Presentations will be limited to (3) minutes; maximum of (20) minutes to each subject matter. The board is prohibited by law from taking action or discussing any item if it is not listed on the agenda, unless permitted by law. For those wishing to address items on the agenda, time will be available as each agenda item is introduced.

5. **Motion to adjourn to Public Hearing (Edited LCAP)**

Motion__________Second__________Vote__________

6. **Public Hearing (Edited LCAP)**

Motion__________Second__________Vote__________

7. **Motion to reconvene to open session**

Motion__________Second__________Vote__________

8. **INFORMATION FOR DISCUSSION**

8.1 Add "Digitizing/Going Paperless" to Board Goals.

8.2 COVID Vaccine Update

9. **ACTION ITEMS**

9.1 GFTA Public Disclosure Agreement (REF)

Motion__________Second__________Vote__________

9.2 MOU GFUESD/CSEA (Voluntary Reassignment-McClaskey)

Motion__________Second__________Vote__________

9.3 2021/2022 School Year. Temporary increase to Substitute Teacher Pay. $200.00 Per Day for the 2021/2022 School Year. (REF)

Motion__________Second__________Vote__________

9.4 Adopt updated CSBA BP/AR 6158 Independent Study and Waive 2nd Reading. (REF)

Motion__________Second__________Vote__________

9.5 Fall Swimming Program Lifeguard up to 10 days Emilia Erickson

Motion__________Second__________Vote__________

9.6 2021/2022 MOU BCOE/GFUESD Mentor Teacher (Scott Bailey). (REF)

Motion__________Second__________Vote__________

9.7 Update edited Instructional minutes 21/22 (REF)

Motion__________Second__________Vote__________

10 **MOTION TO CONVENE TO CLOSED SESSION**

Motion__________Second__________Vote__________

11 **CLOSED SESSION REPORT**

12 ***For the Good of the Order**

13 **ADJOURNMENT Time:** ________ Motion__________Second__________Vote__________

Butte County Office of Education
"Where Students Come First"

Mary Sakuma
Superintendent
msakuma@bcoe.org

Student Programs and Educational Support

Michelle Zevely
Associate Superintendent
mzevely@bcoe.org

Jeanette Spencer
Senior Advisor
District Support and Educational Leadership
jspencer@bcoe.org

1859 Bird Street
Oroville, CA 95965
(530) 532-5757
Fax (530) 532-5794
http://www.bcoe.org

August 9, 2021

Golden Feather Elementary School District Board,

On behalf of our BCOE LCAP Review Team, we wanted to thank you for the time and effort put into the development and submission of your district's LCAP. The strong efforts in stakeholder outreach, data gathering, and goal alignment is commendable. The targeted support you have put into place to support your unduplicated student groups was well defined.

As part of the review process, Ed Code 52070.5 requires county offices ensure each district LCAP adheres to the SBE adopted template, clearly demonstrates how actions and services are designed to meet their unduplicated student group needs, and is in alignment with their adopted budget. A review of Golden Feather's LCAP indicated that the LCP annual update was missing and the following sections needed to be amended. As such, Golden Feather ESD shall adopt the revised LCAP using the same process it used for adopting the original LCAP (specifically the steps set forth in *EC* Section 52062).

Sections to be revised and amended:

- LCP Update
- LCAP Stakeholder Engagement
- LCAP Metrics
- Increased or Improved Services Narrative

Please reach out with any questions.

Sincerely,

Jeanette Spencer

Jeanette Spencer
Senior Advisor, LCAP

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Feather Union Elementary School District

CDS Code: 04 61457 0000000

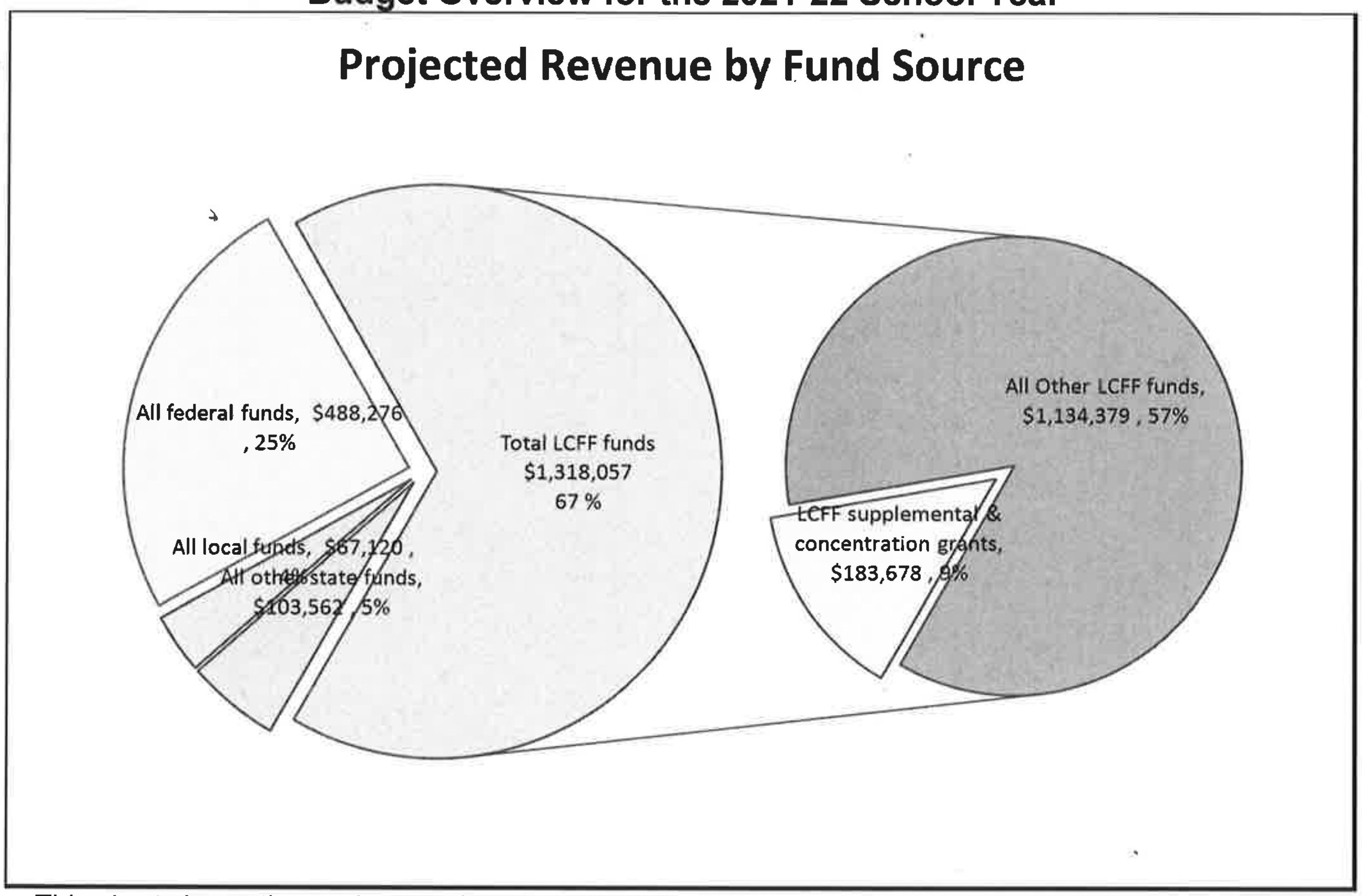
School Year: 2021-22

LEA contact information:

Josh Peete
Superintendent
jpeete@gfusd.org
(530) 533-3467

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

Budget Overview for the 2021-22 School Year

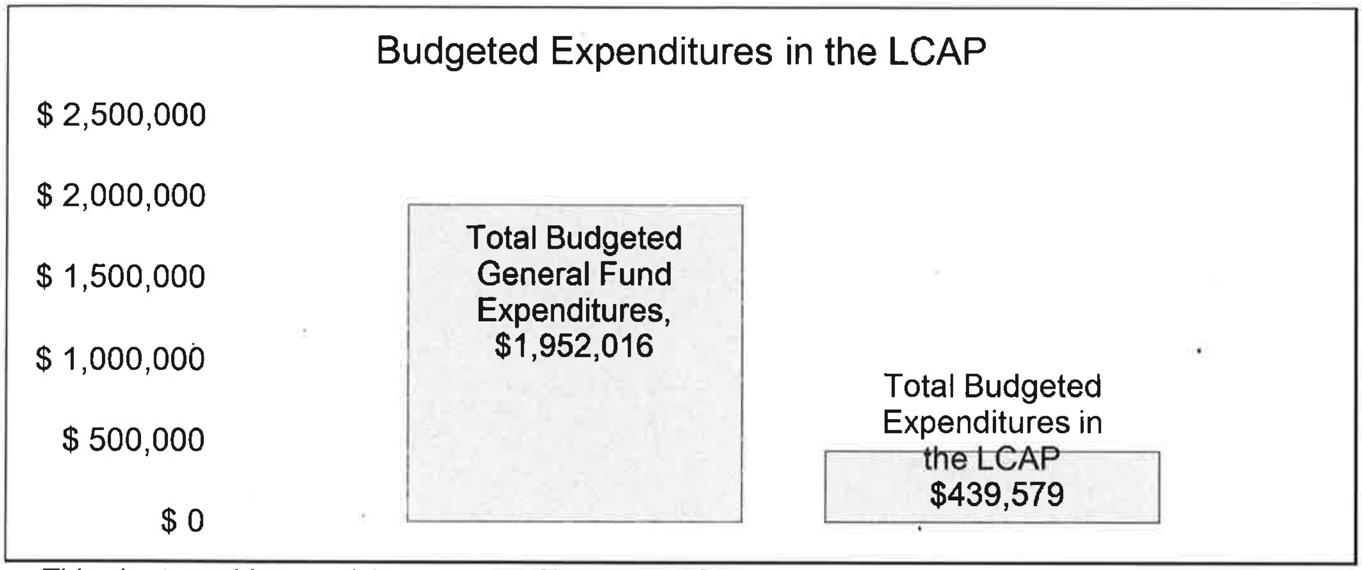


This chart shows the total general purpose revenue Golden Feather Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Golden Feather Union Elementary School District is $1,977,015, of which $1,318,057 is Local Control Funding Formula (LCFF), $103,562 is other state funds, $67,120 is local funds, and $488,276 is federal funds. Of the $1,318,057 in LCFF Funds, $183,678 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 Golden Feather Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Feather Union Elementary School District plans to spend $1,952,016 for the 2021-22 school year. Of that amount, $439,579 is tied to actions/services in the LCAP and $1,512,437 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

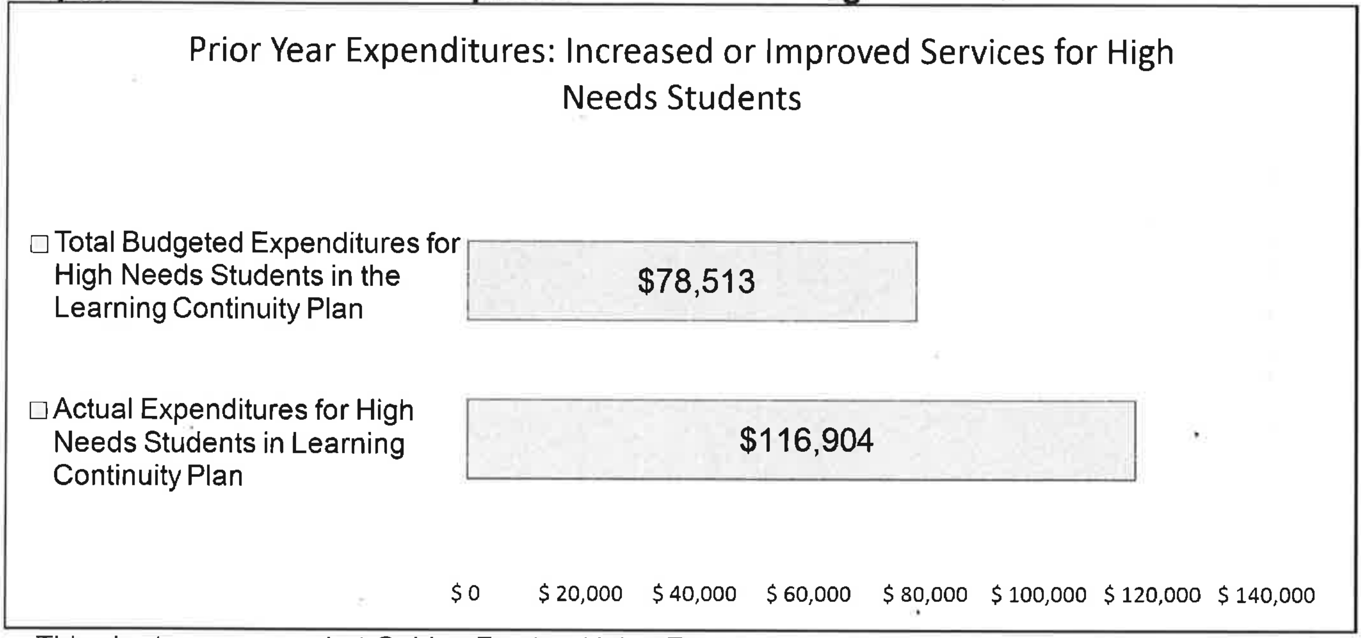
The expenditures for high needs students 2020-21 came in slightly under the original budget due to an planned expenditure that was not completed. Those funds were then reallocated to other items that did not fall under a Contributing category.

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

In 2021-22, Golden Feather Union Elementary School District is projecting it will receive $183,678 based on the enrollment of foster youth, English learner, and low-income students. Golden Feather Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Feather Union Elementary School District plans to spend $326,126 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 Golden Feather Union Elementary School District 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 Golden Feather Union Elementary School District 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, Golden Feather Union Elementary School District's Learning Continuity Plan budgeted $78,513 for planned actions to increase or improve services for high needs students. Golden Feather Union Elementary School District actually spent $116,904 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

LEA Name	Contact Name and Title	Email and Phone
Golden Feather Union Elementary School District	Josh Peete Superintendent	jpeete@gfusd.org (530) 533-3467

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

All students will achieve 21st Century skills and be prepared to successfully transition to a high school college and career readiness pathway.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** All staff will have three years of experience in curriculum purchased by the district at the end of the 2016/17 school year aligned to Common Core State Standards in ELA and math. The third year of curriculum use (2019-2020) will result in 50% of the staff rating themselves as full awareness on the BCOE rubric. **Baseline** The majority of staff is in the initial awareness level on the Butte County CCSS Implementation Metric Self Survey. The CCSS Implementation metric has five levels including initial awareness, developing awareness, full awareness, student awareness, and full implementation.	Due to the devastating Camp Fire and Global Pandemic we were unable to implement this action. Due to a complete turnover with certificated staff, three years of implementation is unattainable.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	According to the 2019 dashboard, the average points from level three declined in both ELA and Math but this reflects the trauma our students suffered from the Camp Fire. In 2019-2020, our students did not test due to Covid 19 restrictions.

Expected	Actual
19-20 Increase student scaled score average by 15 points so that our average points from level 3 improves for all students and for each significant student group. **Baseline** 16% of the 3-8th grade students scored at or above grade level in ELA on the Smarter Balanced Assessment in 2016.	
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results **19-20** Increase student scaled score average by 15 points so that our average points from level 3 improves for all students and for each significant student group. **Baseline** 24% of the 3-8th grade students scored at or above grade level in mathematics on the Smarter Balanced Assessment in 2016.	According to the 2019 dashboard, the average points from level three declined in both ELA and Math but this reflects the trauma our students suffered from the Camp Fire. In 2019-2020, our students did not test due to Covid 19 restrictions.
Metric/Indicator Priority 7: Local Metric/A broad course of study **19-20** 100% of students are placed in grade level appropriate course offerings as identified by our SIS. **Baseline** 100% of students are placed in grade level appropriate course offerings as identified by our SIS.	100% of students are placed in grade level appropriate course offerings as identified by our SIS.
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) **19-20**	All students currently utilize at least 45 minutes per week of IReady in ELA and Math. According to IReady scores in 2020, 29% of students in ELA are achieving grade level standards, and 21% of students are scoring at grade level in Math.

Expected	Actual
30% of the students will achieve the scale score gain required to meet the i-Ready target in ELA and Math. **Baseline** 100% of students in grades TK-8 will use i-Ready for ELA and Math at least 45 minutes per week starting in 2017/18 school year.	
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) **19-20** Students will no longer take STAR reading assessments. Students will use i-Ready ELA/Math assessments instead to locally track academic achievement growth. **Baseline** 100% of students in grades 2-8 will take STAR reading assessments in August and the end of SBAC testing in May. We will measure average growth per grade level in 2017/18 as our baseline data.	We are currently using IReady kindergarten through eighth grade.
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) **19-20** Initial SBAC scores goal for June 2020: ELA met or exceeded at 30% Math met or exceeded at 25%. **Baseline** Initial SBAC scores as reported in June 2018: ELA met or exceeded at 22.7% Math met or exceeded at 16%.	According to the 2019 dashboard, the average points from level three declined in both ELA and Math but this reflects the trauma our students suffered from the Camp Fire. In 2019-2020, our students did not test due to Covid 19 restrictions.

Expected	Actual	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff professional development by funding a Coordinator of Innovative Instruction and Support. Contracting with BCOE for support with SEL, behavior, and academic systems implementation	1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration $62,179	1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 0
	BCOE Contract 5800: Professional/Consulting Services And Operating Expenditures Title I $2,000	BCOE Contract 5800: Professional/Consulting Services and Operating Expenditures Title I $9,978
	BCOE Contract 5000-5999: Services and Other Operating Expenditures Title II $9,000	BCOE Contract 5000-5999: Services and Other Operating Expenditures Title II 0
	BCOE Contract 5800: Professional/Consulting Services and Operating Expenditures Title IV $2,164	BCOE Contract 5800: Professional/Consulting Services and Operating Expenditures Title IV $9,414
	BCOE Contract - 5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration $7,000	BCOE Contract 5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration $108
Purchase additional resources, data warehouse system, and contracted data tracking support to improve academic achievement and help with the implementation of Multi-Tiered Systems of Support (MTSS).	Contracting for data tracking support 5800: Professional/Consulting Services and Operating Expenditures Title I $11,614	Contracting for data tracking support 5800: Professional/Consulting Services and Operating Expenditures Title I $14,870
	Data Warehouse System for Early Warning Systems and student data analysis 5800:	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Professional/Consulting Services and Operating Expenditures Title IV 7,250	
Increase access to technology for students by contracting with BCOE IT to keep our tech infrastructure and computers working smoothly.	5800: Professional/Consulting Services and Operating Expenditures Title I $24,000	5800: Professional/Consulting Services and Operating Expenditures Title I $19, 789 5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration $3,610
Provide classified paraeducators to foster high academic achievement and support certificated teachers with grade-level splits.	2000-3999: Classified Salaries and Benefits Title I 32,406 2000-3999: Classified Salaries and Benefits Title V $20,000	2000-3999: Classified Salaries and Benefits Title I $47,202

Goal Analysis

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

There was $62,179 that was budgeted for a .6 Assistant Principal Position which was not filled during the 19-20 school year. Those supplemental and concentration funds were then redistributed to pay for additional services for our unduplicated pupils. This amount helped to pay for an additional teacher to lower class sizes, and reduce grade level splits and provide intervention to struggling students.

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

The 2019-2020 academic year was challenging in addition to the challenges of the last two years. Lack of access to instruction which resulted in significant learning loss as indicated by State testing as well as current diagnostic assessments is a continued struggle. This learning loss was exacerbated by the closing of schools due to the National Disaster Wildfire, "the Camp Fire", which decimated our community. In addition to the Camp Fire, our students have also experienced school closures due to flood, Covid 19, and power outages and evacuation warnings. We also have a significant number of students who are currently homeless and have been for the last two years due to the Camp Fire. Many of our students live in remote areas which have been affected by Covid transportation restrictions as well as lack access to WIFI and technology. Our ability to stay open and persevere through such hardships is truly a success.

Goal 2

We will ensure all students, staff and community have access to a safe and caring environment with clean, well maintained facilities and highly qualified staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair **19-20** Maintain of good/exemplary condition in all areas rated on FIT report. **Baseline** Maintain or increase by 3% exemplary/good overall facilities rating as measured by the FIT report.	After having to relocate into the Spring Valley School upon the devastation of the Camp Fire to the Concow Elementary School, we completed a FIT report for the new site and all areas were found to be in good or exemplary condition.
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** Maintain 100% of the classrooms will have CCSS curriculum in ELA and math. William's review will ensure that all students have sufficient materials. **Baseline** 100% of students did not have CCSS curriculum in ELA. 60% of the classrooms did not have access to CCSS in mathematics.	100% of all classrooms have provided students with CCSS aligned curriculum in Math and ELA.
Metric/Indicator Priority 1: Local Indicator/Teacher credential	100% of our teachers were appropriately assigned and possessed the appropriate credentials.

Expected	Actual
19-20 Maintain 0% teacher mis-assignment during the 2019/20 school year. **Baseline** 0% of teachers were mis-assigned during the 2016/17 school year.	
Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates **19-20** Improve attendance rate from 93% to 93.5% during the 2019/20 school year. **Baseline** Attendance rate of 91.95% during the 2016/17 school year.	Our attendance rates in 2019-2020 was 92.3% which is an increase from 2016-2017, however we did not meet the goal of 93% due to the global pandemic.
Metric/Indicator Priority 5: Local Metric/Middle school dropout rate **19-20** Maintain 0% middle school drop-out rate. **Baseline** 0% middle school drop-out rate.	Maintained 0% middle school drop out rate.
Metric/Indicator Priority 6: Local Metric/Expulsion rate **19-20** Maintain 0% expulsion rate **Baseline** 0% expulsion rate	Maintained 0% expulsion rate.
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **19-20**	Due to the fact that all students were on distance learning because of the global pandemic from March of 2020 through the end of the year, the survey was not administered.

Expected	Actual
Increase the percent of parents surveyed who agree or strongly agree that they felt their children were safe at school by 3%. **Baseline** Provided survey to parents at the end of the 2016/17 school year. 87% of parents surveyed agreed or strongly agreed that they felt their children were safe at school.	
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **19-20** Reduce chronic absenteeism by 2% to 26%. **Baseline** The chronic absenteeism rate for the 2016/17 school year was 37.5%.	Due to the global pandemic, our chronic absenteeism rate increased to 68.5%.
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **19-20** Reduce suspension rate by 2% for the 2019/20 school year to 6%. **Baseline** District suspension rate for the 2016/17 school year was 13.6%.	Our suspension rate decreased significantly from 13.6% in 2016-2017 to 1.8% in 2019-2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been removed		
Fund additional certificated teachers to support lower class sizes and reduce grade-level splits. Maintain academic and behavioral intervention program during the school day.	Salary and Benefits 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration $68,100	Salary and Benefits 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration $77,544

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Salary and Benefits 1000-1999, 3000-3999: Certificated Salaries and Benefits Title V $9,894
		Salary and Benefits 1000-1999, 3000-3999: Certificated Salaries and Benefits Title II $9,190

Goal Analysis

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

All funds were were utilized.

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

A challenge for our small district is offering a competitive salary schedule due to our small school size when compared to large school districts'. There is also a teacher shortage that we have to contend with. A success is finding teachers who are so willing to learn and truly care about our students.

Goal 3

Golden Feather will engage families in the school community to seek input in decision-making and increase attendance at school functions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** Increase the number of parents / guardians attending school functions as measured by increasing Parents' Club membership by 5 parents / guardians each year. **Baseline** Parents' Club membership in 2016/17 was at 25 paid members including parents of exceptional needs and unduplicated pupils.	Due to Covid restrictions we were unable to meet in person and therefor we are unable to meet this metric.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain communication to families via: phone calls, auto dialer, text messages, emails, school website, online gradebook, surveys, school marquee, appropriate social media.	Services 5000-5999: Services And Other Operating Expenditures Base $3500	5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration $1,200
Maintain outreach methods for connecting with school community members: Evening dinner input meetings, Donuts with dads, Muffins with moms, etc...	4000-4999: Books And Supplies Title I $100	4000-4999: Books and Supplies Title I $100

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
These activities will be addressed with action 3.2.		
Administrative and indirect costs to support Federally funded programs.	Con App Support 5800: Professional/Consulting Services and Operating Expenditures Title I 5,000 Indirect 7000-7439: Other Outgo Title I $7,392 Indirect Cost 7000-7439: Other Outgo Title II $557 Indirect Cost 7000-7439: Other Outgo Title IV $586 Indirect Cost 7000-7439: Other Outgo Title V $880	Con App Support 5800: Professional/Consulting Services and Operating Expenditures Title I $5,000 Indirect 7000-7439: Other Outgo Title I $6,033 Indirect Cost 7000-7439: Other Outgo Title II $573 Indirect Cost 7000-7439: Other Outgo Title IV 0 7000-7439: Other Outgo Title V $696

Goal Analysis

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

The initial cost budgeted to maintain communication was less than anticipated and those funds were allocated towards our base funding to maintain current staffing.

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

A success was keeping the connection between our school and our students and their families during the global pandemic. A success was ensuring that our students were fed breakfast and lunch daily by delivering meals and educational resources to students' homes to meet their basic needs as well as their educational needs. We also implemented a communication platform to maintain and enhance communication with families during this time.

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
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$2,013.00	$1784.00	No
Health Materials Additional thermometers to screen student temperature and mitigate potential spread of COVID.	$500.00	$461.00	No
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$2,500.00	$3,000.00	No
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	$1,000.00	$0.00	No
Ventilation and Air Conditioning (HVAC) filters:	$2,500.00	$1,781.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase the frequency of HVAC filter replacement to 2-3 times per year as recommended rather than once a year as has been past practice. Purchase and installation of all air filters to MERV 13.			

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.

The disinfecting materials cost us more than we had originally budgeted. We utilized paint and existing materials for visual cues so there was not a need to purchase additional signage.

Analysis of In-Person Instructional Offerings

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

The successes were that our students and staff remained safe and followed protocols outlined by public health. The district was able to bring back in person instruction full day, full week and completed state testing. The challenges were not being able to have parent volunteers in the classroom and students felt isolated from other classrooms.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks (100 new)	$20,000.00	$29,176.00	Yes
WiFi Hotspots	$15,000.00	$14,332.00	Yes
iPads (10 new)	$5,000.00	$0.00	Yes
Distance Learning Supplies	$5,000.00	$24,395.00	Yes

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.

The substantive difference was in distance learning supplies because we bought staff laptops, second monitors, zoom licenses, device chargers to enable teachers to be successful with students who remained on distance learning.

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.

Successes were teachers were willing to learn new technology and able to manage teaching in person as well as distance learners during the school day. A challenge was our primary students navigating devices and staying engaged online in core academics. Connectivity was also a challenge for our distance learning program.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for Faculty and Staff for distance learning	$15,000.00	$0.00	Yes

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.

Professional development was paid for through CSI funds and LCP funds were not needed.

Analysis of Pupil Learning Loss

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

Successes of Professional Development were that each teacher was able to have their individual needs met through coaching and trainings throughout the year. Challenges included a mid-year resignation that impacted the existing staff by teachers absorbing multiple grade levels and students. This ultimately resulted in hiring new staff and restructuring the grade level splits and programs.

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.

Through a grant award, the school was assigned a counselor that met with students and staff throughout the school year. It was a district priority that students were taught social emotional lessons daily via zoom. Students and staff mental health was closely monitored and crisis addressed as they arose. Monitoring student well being and needs was more challenging while students were on distance learning. Our students already suffer from trauma from fires, housing scarcity, poverty, and making sure their needs were met was a challenge when we were not meeting in person.

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.

GFUESD has done such a good job of pupil and family engagement and outreach that our student enrollment has increased by 30% which is an additional 25 students over the course of this pandemic. A challenge has been not being able to have the campus open to maintain close social relationships through our normal activities and events.

Analysis of School Nutrition

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

While we were on distance learning, breakfasts and lunches were delivered throughout the district. Once in person learning began, students received meals within their classroom to adhere to social distancing regulations. The biggest challenge was staffing the school lunch program during the pandemic.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Meal preparation and delivery	$5,000.00	$41,975.00	Yes
Pupil Engagement and Outreach	Attendance education and incentives	$5,000.00	$0.00	Yes

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.

The substantive difference occurred in school nutrition because it was very difficult to estimate the amount of food needed when meals were delivered.

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.

Over the course of the pandemic we saw the importance of addressing mental health and wellness of our students and staff and will continue providing counseling services through grant funds. A focus of our continued professional development is trauma responsive practices and engagement strategies to increase attendance and achievement. We saw first hand the positive effect coaching and professional development had on our faculty and staff and will continue that this upcoming year.

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

In an effort to curb learning loss and support students with unique needs who are struggling academically, the district identified a need to purchase reading intervention curriculum and create a multi-tiered system of support.

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.

The only substantive difference is in the amount allocated for school nutrition that ended up being more than we originally anticipated because of meal prep and delivery.

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.

An analysis and reflection of student academic outcomes led to the purchase and implementation of MTSS in our program for our 21-24 LCAP. The importance of addressing learning loss was apparent and providing our faculty and staff with strategies and tools to accelerate learning and increase engagement through professional development is reflected in our new LCAP. We also are hiring additional certificated teachers to provide a board course of study and intervention in our new LCAP which was saw was a need based on the previous LCAP and LCP.

Instructions: Introduction

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

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

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

Annual Update

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

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.

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.

- 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.

- 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.

- 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.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	263,728.00	195,412.00
Base	3,500.00	0.00
LCFF Supplemental and Concentration	137,279.00	82,462.00
Title I	82,512.00	83,183.00
Title II	9,557.00	9,763.00
Title IV	10,000.00	9,414.00
Title V	20,880.00	10,590.00
	20,880.00	10,590.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	263,728.00	195,412.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	130,279.00	96,628.00
2000-3999: Classified Salaries and Benefits	52,406.00	47,202.00
4000-4999: Books And Supplies	100.00	100.00
5000-5999: Services and Other Operating Expenditures	12,500.00	1,200.00
5800: Professional/Consulting Services and Operating Expenditures	59,028.00	42,980.00
7000-7439: Other Outgo	9,415.00	7,302.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	263,728.00	195,412.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	LCFF Supplemental and Concentration	130,279.00	77,544.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title II	0.00	9,190.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title V	0.00	9,894.00
2000-3999: Classified Salaries and Benefits	Title I	32,406.00	47,202.00
2000-3999: Classified Salaries and Benefits	Title V	20,000.00	0.00
4000-4999: Books And Supplies	Title I	100.00	100.00
5000-5999: Services And Other Operating Expenditures	Base	3,500.00	0.00
5000-5999: Services and Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	1,200.00
5000-5999: Services and Other Operating Expenditures	Title II	9,000.00	0.00
5800: Professional/Consulting Services and Operating Expenditures	LCFF Supplemental and Concentration	7,000.00	3,718.00
5800: Professional/Consulting Services and Operating Expenditures	Title I	42,614.00	29,848.00
5800: Professional/Consulting Services and Operating Expenditures	Title IV	9,414.00	9,414.00
7000-7439: Other Outgo	Title I	7,392.00	6,033.00
7000-7439: Other Outgo	Title II	557.00	573.00
7000-7439: Other Outgo	Title IV	586.00	0.00
7000-7439: Other Outgo	Title V	880.00	696.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	177,613.00	85,182.00
Goal 2	68,100.00	96,628.00
Goal 3	18,015.00	13,602.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,513.00	$7,026.00
Distance Learning Program	$45,000.00	$67,903.00
Pupil Learning Loss	$15,000.00	
Additional Actions and Plan Requirements	$10,000.00	$41,975.00
All Expenditures in Learning Continuity and Attendance Plan	$78,513.00	$116,904.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,513.00	$7,026.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$8,513.00	$7,026.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$45,000.00	$67,903.00
Pupil Learning Loss	$15,000.00	
Additional Actions and Plan Requirements	$10,000.00	$41,975.00
All Expenditures in Learning Continuity and Attendance Plan	$70,000.00	$109,878.00

Local Control 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
Golden Feather Union Elementary School District	Josh Peete Superintendent	jpeete@gfusd.org (530) 533-3467

Plan Summary [2021-22]

General Information

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

Golden Feather Union Elementary School District (formed July 1, 1962 by Big Bar, Cherokee, Concow, and Messilla Valley) is a unique entity nestled in the foothills of rural Butte County. The district is comprised of three campuses and a pool facility. Concow Elementary School (Transitional Kindergarten through Eighth Grade) has been occupying the Spring Valley campus since the Camp Fire in 2018. The district owns and maintains the Concow School campus, Spring Valley campus, Golden Feather Community Day School, and the Golden Feather Pool.

Golden Feather students experience a unique, well-rounded education. Concow School boasts an active Student Council and Parents' Club which spearheads an ambitious program of events. In addition, a Spring and Fall water safety program is offered students at the district-owned swimming pool located on Concow Road. The LEA has 5 classroom teachers with two grade-level splits and 2 specialist teachers (special education and physical education). The district has approximately 75 students that are disbursed among the following split classrooms: TK/K, 1/2, 3/4, 5/6, and 7/8. GFUESD also operates a special education resource program, full-day intervention, and a physical education / health program. Golden Feather UESD has a better than one-to-one student to device ratio with the ability to access our updated curriculum for all subjects.

Reflections: Successes

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

During the course of this three year plan, 2017-2020, Golden Feather Union Elementary School was affected by school closures due to flood evacuations, a fire that devastated our community, and a global pandemic which added to the trauma that our students, families, faculty and staff experienced. These adversities exacerbated the learning loss seen in our students indicated on the dashboard and local assessments. The overarching success is the fact that we are still open and providing for the children of our community and surprisingly our student population growing.

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.

Concow Elementary School was identified for Comprehensive Support and Improvement for Chronic Absenteeism and Suspension according to the California Dashboard. Academic Achievement is also an area of focus based on state data for the CAASPP. This plan is designed to address all targeted areas to increase student achievement. When reviewing our dashboard and local data we have a chronic absenteeism rate of 68.5%, which illustrates that over half of our students have missed ten or more days of school showing that they are not engaged in our program. Consequently, only 51% of our students met or exceeded standards in ELA and only 39.73% in Math. With focused professional development to increase the capacity of all faculty, in addition to implementing intervention and acceleration courses, we expect to maximize student outcomes.

LCAP Highlights

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

The key features of this LCAP include:
Goal 1: Golden Feather Elementary will implement a Multi-Tiered System of Support, (MTSS), utilizing multiple forms of data to identify the academic, social-emotional, and/or behavioral needs of our students. A needs assessment will inform instructional decisions and improve academic outcomes for all student groups. Systems will be put in place to establish the collection of data, disaggregation and analysis to determine inequities and measure program effectiveness. Activities and strategies are designed to improve student achievement and outcomes based on comprehensive analysis. All students will receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. All students, including unduplicated student groups, have access to and receive instruction in a broad course of study, including all of the subject areas.
Goal 2: Golden Feather Elementary has developed this goal for educators to improve the quality and delivery of instruction and increase and enhance academic rigor to improve student outcomes. Ongoing robust professional development will include Universal Design for Learning, classroom management and engagement strategies, as well as content and curriculum specific training.
Goal 3: Golden Feather Elementary School District will ensure all students, staff and community have access to a safe and caring environment with clean, well maintained facilities and a highly qualified staff. GFUESD provides training and opportunities for parents and families to learn about LEA and school plans, programs, and activities. GFUESD includes parents, students, and families in developing LEA and school site strategies to improve academic achievement and the social, emotional, and physical well-being of all students.

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.

Concow Elementary School

Support for Identified Schools

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

Golden Feather Union Elementary School District supported Concow Elementary School by an gathering extensive stakeholder input through the following ways:
The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts included different strategies for each stakeholder group:
1. Pupils: Golden Feather Planning Committee, text, google forms, Facebook, audio surveys
2. Families: Golden Feather Reopening Committee, text, google forms, Facebook, audio surveys, individual phone calls

3. Educators: Golden Feather Reopening Committee, text, google forms, Facebook, audio surveys, individual phone calls
4. Stakeholders without access to internet: Golden Feather Reopening Committee, audio surveys, individual phone calls
5. Stakeholders who speak languages other than English: The district does not have second language learner families.

The Golden Feather UESD promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:

Holding public meetings via teleconferencing

Making public meeting accessible telephonically/otherwise electronically to all members of public seeking to observe and address out local legislative body, as consistent with Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020.

Once input was solicited and gathered, the Golden Feather planning committee analyzed data for inequities. The following inequities were apparent:

Lack of access to instruction which resulted in significant learning loss as indicated by prior State testing as well as current diagnostic assessments due to the impact from the National Disaster Wildfire the Camp Fire which decimated our community. In addition to the Camp Fire, our students have also experienced school closures due to flood, Covid 19, and most recently power outages and evacuation warnings. We also have a significant number of students who are currently homeless and have been for the last two years due to the Camp Fire. Many of our students live in remote areas which have been affected by Covid transportation restrictions as well as lack access to WIFI and technology. To mitigate the above inequities the following actions have been established:

Transportation: When Covid restrictions are lifted, we will provide transportation meanwhile families are providing ride share opportunities that have facilitated by teachers.

WIFI and Access to Technology: The LEA has offered hotspots from 3 different providers for families to use, we purchased 100 chromebooks and 20 staff laptops

During School Closures: Offering low tech distance learning option to keep students engaged

Homeless students are being supported by Butte County Homeless Liaison who provides services and resources. School has provided meal deliveries once a week for a week's worth of food and provides full day classes as well as an after school program. Students are also provided three meals a day at school, breakfast, lunch and a supper for all students.

To increase student growth and learning, intervention programs were purchased and used in our classrooms. We are also employing a part time intervention teacher to provide strategic intervention. A teacher position was also added to reduce grade level splits and reduce class sizes in order to provide full day instruction during Covid 19 restrictions. New curriculum has been purchased in Science, ELA, and piloted Math to provide high quality instruction across all grade levels.

Monitoring and Evaluating Effectiveness

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

Golden Feather will monitor and evaluate initiatives by looking at data in the form of student attendance, student growth and achievement via diagnostic testing such as I-Ready as well as curriculum embedded assessments, monitoring student access to technology and WIFI to ensure that all students have access individual . In addition individual contact with families will provide real time information with regards to success of initiatives. To build capacity within our faculty abd staff, we will be providing professional development for implementation of the new curriculums, as well as high quality engaging strategies, and student centered coaching for all faculty and staff. All data will be shared

with all stakeholder groups with continuous updates throughout the year. Decisions will be made to adjust PDSA cycles, that will ultimately support students and result in school improvement.

Stakeholder Engagement

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

Concow Elementary School has implemented multiple strategies for students, families, community members, classified and certificated staff as well as the governing board to provide input in developing the LCP, LCAP, and this SPSA. Even in the midst of the global Pandemic and school closures due to COVID 19, Concow Elementary has made robust efforts to solicit input from all stakeholder groups. Here are the dates that various stakeholders have met either in person, or via zoom beginning with reopening committee meetings and continuing over the course of the academic year 2020-2021:

6/16/20- Reopening Committee Meetings
6/23/20- Reopening Committee Meetings
6/30/20- Reopening Committee Meetings
7/07/20- Governing Board Meeting
7/14/20- Certificated, Classified, County Specialist stakeholder meeting
8/10/20- Certificated Meeting
8/19/20- Governing Board Meeting
8/20/20- Faculty and Staff Meeting
9/1/20- Certificated, Classified, County Specialist stakeholder meeting
9/8/20- Certificated Meeting
9/23/20- Governing Board Meeting
9/30/20- Governing Board Meeting
10/10/20- Certificated Meeting
10/16/20- Governing Board Meeting
10/21/20- Governing Board Meeting
11/04/20- Governing Board Meeting
12/01/20- Certificated Meeting
12/02/20- Governing Board Meeting
12/16/20- Governing Board Meeting
1/12/21- Certificated Meeting
1/19/21- Certificated Meeting
1/20/21- Parent Advisory Council
1/20/21- Governing Board Meeting
1/27/21- Governing Board Meeting
2/02/21- Certificated Meeting
2/09/21- Certificated Meeting
2/10/21- Governing Board Meeting
2/24/21- Governing Board Meeting
2/25/21- Student Council

3/05/21- Student Council
3/09/21- Certificated Meeting
3/16/21- Certificated Meeting
3/17/21- Parent Advisory Council
3/17/21- Governing Board Meeting
4/02/21- Student Council
4/13/21- Certificated Meeting
4/20/21- Certificated Meeting
4/21/21- Parent Advisory Council
4/21/21- Governing Board Meeting
5/04/21- Certificated Meeting
5/07/21- Student Council
5/11/21- Certificated Meeting
5/12/21- SELPA Consultation
5/19/21- Governing Board Meeting
6/16/21- Governing Board Meeting

To ensure equity of voice for all stakeholders, administrator will provide necessary access to all stakeholders to all public meetings and hearings via different platforms as well translations upon request.

A summary of the feedback provided by specific stakeholder groups.

Stakeholders provided valuable feedback to the district as seen below:

Advisory Committees and Students:
* Ensure grade-level splits do not exceed 2 grade-levels
* Improve school-to-home communication
* Increase supervision of students
* Provide tutoring opportunities

Bargaining Units, and Admin:

* Full-day intervention and intervention curriculum
* Para-educators needed in all grade-levels
* Provide new teachers with induction
* Provide professional development

SELPA:

*Alignment of LCAP to all plans
*Monitor suspension rate of students with unique needs
*Implement High Leverage Practices like Universal Design for Learning

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

All aspects of this LCAP were influenced by stakeholder input. The district held many meetings, even during the COVID-19 pandemic to ensure all stakeholders had an opportunity to provide feedback.

Goals and Actions

Goal

Goal #	Description
1	Golden Feather Elementary will implement a Multi-Tiered System of Support, (MTSS), utilizing multiple forms of data to identify the academic, social-emotional, and/or behavioral needs of our students. A needs assessment will inform instructional decisions and improve academic outcomes for all student groups. Systems will be put in place to establish the collection of data, disaggregation and analysis to determine inequities and measure program effectiveness. Activities and strategies are designed to improve student achievement and outcomes based on comprehensive analysis. All students will receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. All students, including unduplicated student groups, have access to and receive instruction in a broad course of study, including all of the subject areas.

An explanation of why the LEA has developed this goal.

Golden Feather Elementary School District has developed this goal to improve all student outcomes. Multiple forms of state and local data will be used to measure student progress throughout the year in ELA and Math to inform instruction, identify need for academic support which is provided by certificated staff and paraeducators. All student achievement data by grade level and student group(s), will be shared with all stakeholders to target support, develop action plans, and monitor schoolwide initiatives and identify students who need more intensive individualized support. This goal was developed after analyzing student outcomes and with stakeholder input.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-2019 51.1 % met or exceeded standard				70% meet or exceed standard
CAASPP Math	2018-2019 39.73% met or exceeded standard				70% meet or exceed standard
Attendance Rates	2019-20 92.3%				96%
Chronic Absenteeism	2019-20 68.5%				10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (2018-2019)	22.4%				3%
Expulsion Rate	2019-20 0%				0%
iReady ELA (Local Benchmark Data)	2020-2021 34% early, mid or above grade level				70% early, mid, or above grade level
iReady Math (Local Benchmark Data)	2020-2021 24% early, mid, or above grade level				70% early, mid, or above grade level
Providing a broad course of study to all students	2020-2021 100% students are enrolled in a broad course of study				100 % of students are enrolled in a broad course of study
Middle School Drop Out Rates	2020-2021 0% middle school drop out rate				Maintain 0% middle school drop out rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Additional Credentialed Teachers for intervention and VAPA	Hire and/or maintain credentialed teachers to provide broad course of study including intervention teachers	$144,481.00	Yes
2	Paraeducators	to provide targeted support to students struggling in math and/or reading as identified by multiple measures	$66,820.00	Yes
3	Provide After School Tutoring	Provide after school tutoring to accelerate learning for unduplicated pupils as well as all students.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Purchase Intervention Program	Intervention Program for unduplicated students as well as all.	$15,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Design and implement a comprehensive, coherently focused, schoolwide professional development plan that supports all faculty and staff to improve the quality and delivery of a rigorous instructional program. This program will include differentiation and evidence-based strategies to address the needs of diverse learners and engages all students in order to maximize student growth and achievement.

An explanation of why the LEA has developed this goal.

Golden Feather Elementary has developed this goal for educators to improve the quality and delivery of instruction and increase and enhance academic rigor to improve student outcomes. Ongoing robust professional development will include Universal Design for Learning, classroom management and engagement strategies, as well as content and curriculum specific training. This goal was developed based on state local assessment data as well as stakeholder input.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Faculty and Staff Attendance of all PD	85%				100%
Faculty and Staff Survey of Effectiveness of PD	(Results of year end survey)				All faculty and staff scoring a 3 or above.
Total Hours Spent on Student Centered Coaching	0				100 hours of coaching

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Professional development to all faculty and staff provided by BCOE Coordinated District Support Team surrounding Universal Design for Learning to maximize student achievement and provide differentiation	$77,000.00	No

Action #	Title	Description	Total Funds	Contributing
		to meet needs of diverse learners. In addition to individualized Student-Centered Coaching to all certificated teachers over the course of the year.		
2	Provide Support for New Teachers	Pay for teacher induction program for new teachers to learn skills and strategies to meet the needs of unduplicated students.	$10,800.00	Yes
3	Professional Development Beyond Contractual Day	Provide stipends and/or extra duty pay for additional hours for professional development surrounding universal design for learning, research based best practices, and meeting the needs of unduplicated pupils for all faculty and staff. Including professional development surrounding student data and response to intervention and acceleration.	$30,292.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Golden Feather Elementary School District will ensure all students, staff and community have access to a safe and caring environment with clean, well maintained facilities and a highly qualified staff. GFUESD provides training and opportunities for parents and families to learn about LEA and school plans, programs, and activities. GFUESD includes parents, students, and families in developing LEA and school site strategies to improve academic achievement and the social, emotional, and physical well-being of all students.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all stakeholders feel safe and comfortable while meeting the mission and vision of the district. This goal was developed based on stakeholder input.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT Report Scoring	Good Repair				Maintain Good Repair Ranking
Curriculum Adoption in All Subjects	6 out of 9 grade levels have newly adopted curriculums across all subject areas				9 grade levels have newly adopted curriculums across all subject areas
100% of Teachers are Fully Credentialed	100%				100%
LEA Generated Survey	94.8% students feel safe at school				97% students feel safe at school
LEA Generated Survey	need to administer to obtain baseline				97% of parents feel their children are safe at school
LEA Generated Survey	need to administer to obtain baseline				100% staff feel safe at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Attendance at Parent Advisory Meetings	13% parent participation				20% parent participation
Parent Participation in Surveys	41% of parents participated				60% parents participation

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain communication to families and stakeholders	phone calls, auto dialer, text messages, emails, school website, Aeries Portal, surveys, school marquee, and appropriate social media	$2,220.00	Yes
2	Provide and maintain activities that connect families and community members to school	Parent's Club meetings and activities, Site Council/Parent Advisory Committee, Back to School Night, Talent Show, Christmas Program, Open House, Fall Fest, Spring Fling, volunteer opportunities, and field trips,	$2,000.00	Yes
3	Campus Supervision	Hire and maintain a campus supervisor to provide a safe and well monitored campus	$22,805.00	Yes
4	Provide Kinder Care	Contract with BCOE to provide enrichment opportunities beyond the kinder academic school day	$10,000.00	Yes
5	Nursing Services	Provide Nursing Services for students for unduplicated students as well as all students	$5,000.00	Yes
6	Provide Meals for Students	Pay for cafeteria encroachment for meals for unduplicated students as well as all students	$42,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Indirect Costs	Costs associated with providing administrative services to ensure compliance for federal funding and support indirect costs	$6,161.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.55%	$183,678.00

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.

The actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Golden Feather Unified Elementary School District be effective in meeting the LCAP goals and the identified needs of the unduplicated student groups. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness but were created to improve or increase services for foster youth, English learners, and low income students.

Research states students from low income families face a greater chance of having adverse childhood experiences. Studies have shown that students experiencing high levels of trauma at home might experience a lack of focus, low engagement, and difficulty finishing tasks. (Murphey and Moore, 2014) These are all barriers we have seen in our students on a daily basis resulting in low academic outcomes. To address these barriers to learning we will perform the following actions:
1.1 Hire or maintain additional credentialed teachers to provide a broad course of study and intervention programs, which will engage students and meeting their academic needs
1.2 By providing paraeducators to support struggling students we expect our unduplicated students to make significant growth as well as all students.
1.3 By providing after school tutoring for our unduplicated students, we will provide services beyond our normal school day and expect to see increased in academic achievement.
1. 4 We will purchase an intervention program to assist struggling readers which our unduplicated students are.

By implementing these actions we expect to see student academic outcomes improve on the CAASPP as well as local academic indicators. We have funded additional credentialed teachers and paraeducators in our previous LCAP since lower class sizes and adult to student ratio is extremely important to our stakeholders and we will expand staffing with the above actions.

With the hiring of new teachers and staff, professional development is critical to strengthen our program and improving student outcomes. "Professional development for teachers is a key mechanism for improving classroom instruction and student achievement".(Ball & Cohen, 1999; Cohen & Hill, 2000; Corcoran, Shields, & Zucker, 1998; Darling-Hammond & McLaughlin, 1995; Elmore, 1997; Little, 1993; National Commission on Teaching and America's Future, 1996).
2.2 By supporting new teachers with professional development through teacher induction, we plan on giving new teachers the necessary skills to address the needs of our unduplicated pupils.
This action will be measured utilizing teacher surveys as well as increased student outcomes.

"The Harvard Family Research Project concluded that parental involvement is associated with higher student achievement. They found that student success was higher in a variety of areas including standardized test scores, grades and teacher ratings. Students are also more likely to enroll in higher-level programs, pass their classes, attend school regularly, have better social skills and move onto post-secondary education." (Harvard, 210) With this research in mind we are implementing the following actions:
3.1 and 3.2- By providing opportunities for parents to contact with the school staff and program, we will see the gains in students achievement. The correlation between parent involvement and student success is research based and the basis for the development of this action.
This action will be measured by the number of parents who take part in our outreach opportunities.

"The goal of student supervision is a safe school environment. Proactive student supervision ensures the safety of students in areas and activities that take place on the way to and from school, during playground activities, in hallways and restrooms, and at recess, and, when incidents happen, it helps minimize negative outcomes." (ASCIP, 2014) To decrease the number of behavioral infractions we will implement the following:
3.3 A campus supervisor will help to facilitate smooth transitions between classes as well the lunch period and after school. This campus supervisor will be able to make connections with struggling students and observe students in unstructured times helping to provide faculty, staff and the counselor with anecdotal information about students and their behavior. This action is being continued from our prior LCAP. We were seeing our suspension rates decrease and feelings of safety increase. We expect to see our suspension rates remain low due to the safe school culture being created.

"Evidence-based, effectively coordinated, and strategically planned school health programs and services are also necessary for closing the academic achievement gap." (Basch, 2011 as cited in CDC) Basic needs not being met, such as chronic hunger, can impact the development of a child physically and cognitively with lifelong consequences (Cook & Jeng, 2009). "Learning falls in a higher level of the hierarchy and the foundation or lower levels of the hierarchy (i.e. basic needs) need to be fulfilled before the higher levels can be achieved." (Prince & Howard, 2002) "If needs are not met, the student cannot be ready to learn because their efforts and attention are focused on survival and meeting the lower level needs." (Burleson & Thoron,2014; Dryfoos, 2002) with this research in mind we are implementing the following actions:

3.4.,3.5,3.6 By providing for unduplicated students' basic needs like food, shelter, and nursing services, we expect that students will be able to attend to their academics because they are not hungry and they have a safe, inviting, and engaging environment in the Kinder Care program. We are continuing this action from our previous LCAP. Since we have had so many disruptions to our normal school schedule, we hope to see the chronic absenteeism rate continue to decrease.

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

By providing for the basic needs of our unduplicated students, making them feel safe with additional campus supervision, providing intervention programs, supplemental curriculum and materials, providing additional tutoring, maintaining small class sizes allowing for more one to one interaction and support, we expect the achievement gap seen in our unduplicated pupils to lessen and student outcomes improve. In addition, we are providing our faculty and staff with professional development designed to address the barriers to learning often experienced by our unduplicated students which will improve student achievement. This is how we are improving or increasing our services by more than 32.5% for our foster youth and low income students by allocating $185,154 towards these actions principally directed at our foster youth and low income students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$185,154.00	$177,547.00		$76,878.00	$439,579.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$317,267.00	$122,312.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Additional Credentialed Teachers for intervention and VAPA	$33,726.00	$70,255.00		$40,500.00	$144,481.00
1	2	English Learners Foster Youth Low Income	Paraeducators	$36,603.00			$30,217.00	$66,820.00
1	3	English Learners Foster Youth Low Income	Provide After School Tutoring	$5,000.00				$5,000.00
1	4	English Learners Foster Youth Low Income	Purchase Intervention Program	$15,000.00				$15,000.00
2	1	All Students with Disabilities	Professional Development		$77,000.00			$77,000.00
2	2	English Learners Foster Youth Low Income	Provide Support for New Teachers	$10,800.00				$10,800.00
2	3	All	Professional Development Beyond Contractual Day		$30,292.00			$30,292.00
3	1	English Learners Foster Youth Low Income	Maintain communication to families and stakeholders	$2,220.00				$2,220.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Provide and maintain activities that connect families and community members to school	$2,000.00				$2,000.00
3	3	English Learners Foster Youth Low Income	Campus Supervision	$22,805.00				$22,805.00
3	4	English Learners	Provide Kinder Care	$10,000.00				$10,000.00
3	5	English Learners Foster Youth Low Income	Nursing Services	$5,000.00				$5,000.00
3	6	English Learners Foster Youth Low Income	Provide Meals for Students	$42,000.00				$42,000.00
3	7	All	Indirect Costs				$6,161.00	$6,161.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$185,154.00	$326,126.00
LEA-wide Total:	$185,154.00	$326,126.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$183,154.00	$324,126.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Additional Credentialed Teachers for intervention and VAPA	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$33,726.00	$144,481.00
1	2	Paraeducators	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$36,603.00	$66,820.00
1	3	Provide After School Tutoring	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
1	4	Purchase Intervention Program	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
2	2	Provide Support for New Teachers	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,800.00	$10,800.00
3	1	Maintain communication to families and stakeholders	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,220.00	$2,220.00
3	2	Provide and maintain activities that connect families and	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		community members to school					
3	3	Campus Supervision	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$22,805.00	$22,805.00
3	4	Provide Kinder Care	LEA-wide Schoolwide	English Learners	All Schools	$10,000.00	$10,000.00
3	5	Nursing Services	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
3	6	Provide Meals for Students	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$42,000.00	$42,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

PUBLIC DISCLOSURE FORM

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213) and GC 3547.5 and 3540.2

Golden Feather Union Elementary School District

Bargaining/Represented Unit: GFTA

Certificated ☑ Classified ☐ Confidential ☐ Management ☐

The proposed agreement covers the period beginning July 1, 2021 and ending June 30, 2024

It will be acted upon by the District Governing Board at the meeting on August 13, 2021

A. Proposed Change in Compensation

	Compensation	Cost prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
			Current Year Increase/Decrease to cost	Year 2 Increase/Decrease to cost	Year 3 Increase/Decrease to cost
1.	**Salary Schedule** (This is to include Step and Column.)	378,244	11,317.00	5,787	5,915
2.	**Other Compensation** Changes to Stipends, Bonuses, Longevity, O/T, Differential, etc.	-	-	-	-
	Description of "Other Compensation"	-	-	-	-
3	**Statutory Benefits** STRS,PERS,FICA,WC,UI, Medicare, etc.	82,405	2,466.00	1,387.00	1,418.00
4.	**Health and Welfare Plans**	55,912	-	-	-
5.	**Total Compensation** (Add Items 1 thru 4)	516,561	13,783.00	7,174	7,333
	Percentage Change		**2.67%**	**0.01**	**0.01**

B. Average Cost of Compensation per Employee

6.	**Total Number of Represented Employees** (Use FTE's if appropriate)	7.0	7.0	7.0	7.0
7.	**Total compensation Cost for Average Employee**	73,794	1,969	1,025	1,048

C. Change to Fund Balance

8.	**Fund Balance Prior to Agreement**		1,664,538
9.	**Fund Balance Following Agreement**		1,636,248
10.	**Change to Fund Balance**		28,290
11.	**Economic Reserve Requirement**		99,734

POSTED 8/2/21

Disclosure of Collective Bargaining Agreement

12. Provide a summary of the terms of the agreement.
A 3% ongoing increase to the salary schedule beginning 7/1/2021.

13. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what was the percentage increase given, what is the effective date of the increase, and what is the annualized percentage increase?
3% ongoing.

14. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain)
No.

15. Proposed negotiated changes in non-compensation items (e.g., class size adjustments, staff development days, teacher prep time, etc.)
No.

16. What contingency language is included in the proposed agreement (i.e., re-openers, etc.)?
Salary negotiations are settled for 2021-22. Either party may reopen salary and benefit negotiations in 2022-23 or 2023-24.

Source of Funding for Proposed Agreement

Current Year:

	Funding was included in adopted budget	
	Funding will come from designated reserves	
x	Funding will come from:	the General Fund.

Second Year:

	Funding was included in adopted budget	
	Funding will come from designated reserves	
X	Funding will come from:	the General Fund.

Third Year:

	Funding was included in adopted budget	
	Funding will come from designated reserves	
X	Funding will come from:	the General Fund.

CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COST OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Golden Feather Union Elementary School District hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Golden Feather Teachers' Association Bargaining Unit, during the term of the agreement from 07/01/21 to 06/30/24.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

The salaries will need to be increased to reflect the terms of the agreement. This change will be reflected in the 2021-22 Original Budget.

N/A ___ (No budget revisions necessary)

District Superintendent (Signature) ______________________ Date ______________

Chief Business Officer (Signature) ______________________ Date ______________

CERTIFICATION NO. 2: CERTIFICATION OF ACCEPTANCE BY BOARD OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (or Designee)
(Signature)

Date

Contact Person

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on August 13, 2021, took action to approve the proposed Agreement with the Golden Feather Teachers' Association Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

Special Note: The Butte County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Memorandum of Understanding
entered into and between the
Golden Feather Union Elementary School District and the
California School Employees Association #400 (CSEA)

This Memorandum of Understanding between the Golden Feather Union School District (District) and the California School Employees Association #400 ("CSEA") is entered into pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties.

- Candance McClaskey has been employed for Golden Feather UESD since 10/30/19 as a 6 hr Child Nutrition Assistant and a 2 hr Vehicle Driver.
- At this time, the needs of the district have changed. The district has proposed the following to Ms. McClaskey to avoid a reduction of hours while the district has unfilled vacant positions without applicants:
  - 2.25 hr Child Nutrition Assistant - $15.00 / hr
  - 2.75 hr Vehicle Driver - $15.00 / hr
  - 1 hr Campus Supervisor - $15.00 / hr
  - 2 hr Op Tech 1 - $16.38 / hr
- This edit to Ms. McClaskey's employment is a voluntary reassignment into unfilled vacant hours for which she is qualified to perform.
- Ms. McClaskey has agreed to a split shift.

For the California School Employees Association #400:

Teresa Mason, President CSEA #400

Date:

Candace McClaskey
Classified Employee for Golden Feather UESD

Date:

For the Golden Feather Union Elementary School District

Josh Peete, Golden Feather UESD Superintendent

Date:

Debbie Ingvoldsen
Golden Feather Board of Trustees

Date:

Golden Feather UESD
INDEPENDENT STUDY MASTER AGREEMENT
Grades TK-3

The independent study master agreement is for the **2021/2022** school year. Independent Study is a voluntary, optional educational alternative in which no pupil may be required to participate; a classroom option has been offered and is always available. Before signing a written agreement, and upon the request of the parent or guardian of a pupil, the LEA shall conduct a phone, video conference, or in-person pupil-parent-educator conference to reconsider the independent study's programs impact on the pupil's achievement and well-being. In the case of a suspended expulsion student, pursuant to Ed Code 48915 or 48917, an alternative of classroom instruction has been offered and is available at all times. All resources and services of this school are also available to the student. If a student has a current Individualized Education Program it must specifically provide for enrollment in Independent Study.

Student Name: ID#: Grade:

Address: Student Phone #:

City: Zip Code: Birth Date:

TEACHER COMPLETION SECTION

Scheduled Appointments:

Students in TK through grade 3 will have opportunities for daily synchronous instruction. Failure to attend a scheduled appointment may result in an evaluation to determine whether the student may remain in the independent study program.

Duration of Agreement: Beginning Date _______________ Ending Date _________________

Reporting: We understand the student is required to report to his/her teacher(s) as scheduled.

Synchronous	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time					
End Time					
In-person or Online					

Frequency: Daily

Objectives / Methods of Study:

The student is to complete the subjects listed below. Subject objectives reflect the curriculum adopted by the district's governing board and are consistent with district standards, as outlined in the district's subject descriptions. The specific objectives, methods of student, methods of evaluation and resources for each assignment covered by this agreement will be described on the weekly assignment calendar.

SUBJECTS	Grade Level (*circle one)*	Course Value
☐ English	TK / K / 1 / 2 / 3	Complete the Assignment
☐ Math	TK / K / 1 / 2 / 3	Complete the Assignment
☐ Science	TK / K / 1 / 2 / 3	Complete the Assignment
☐ Social Science	TK / K / 1 / 2 / 3	Complete the Assignment
☐ P.E. (100+ minutes/week)	1 / 2 / 3	Complete the Assignment
☐ Supplemental Activities	TK / K / 1 / 2 / 3	Complete the Assignment

Assignments / Method of Evaluation:

Student learning will be demonstrated through online and in-person course assessments, projects, activities, written assignments and oral assignments.

Students will be evaluated on the basis of some or all of the above methods. Progress and grades will be discussed weekly between the teacher and student. The maximum length of time allowed between the assignment and due date will be one week. Report of grades will be given to each student at the end of each grading period.

A tiered re-engagement process will be initiated if the student is in violation of master agreement, if the student does not generate attendance for more than three school days or if the student is missing 60 percent of the instructional days in a school week.

Tiered re-engagement process includes:
Step 1 - Teacher contact with student
Step 2 - Teacher contact with parent
Step 3 - Teacher sends home written warning letter and a referral to school counselor
Step 4 - The student will be required to receive additional in-person learning support
Step 5 - Referral back to a daily attendance school (in-person instruction on the Spring Valley campus)

Resources:

All students are provided with chromebooks. If needed, provisions to assist with connectivity (internet) are available.

Academic and other support will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individual educational program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, students in foster care or experiencing homelessness, and students requiring mental health supports.

Student Agrees To:

I will complete assigned work each day. I agree to meet with my supervising teacher as specified in this master agreement. I will abide by all Golden Feather UESD rules and regulations. I understand that independent study students cannot participate in class field trips, swimming days, or other in-person class activities. I understand that failure to progress could result in dismissal from independent study. My student rights and options have been explained to me.

Parent/Guardian Agrees To:

I had the opportunity to have a pupil-parent-conference (via phone, video conference, or in-person) to ask questions about this educational option. I agree to be responsible in complying with all aspects of this agreement, including the "student" section above. I agree to supervise the work of my student. I understand that failure to do so may result in my student being transferred from independent study to campus classes or to another school and/or legal action may be taken. I agree to supervise my student in pursuit of his/her school agreement. I agree to work in conjunction with the supervising teacher to provide a meaningful educational option. I must arrange for transportation to scheduled meetings. I/we will call/email in advance if a student is to be absent from an appointment.

I am liable for the cost of replacement or repair for any school issued materials that are lost, stolen, or willfully damaged or destroyed.

Parent Name:	Phone#:	Email:

Parents will receive daily updates regarding student progress. If additional parent communication is needed regarding academic progress, what is your preferred communication method?

Email **Text** **Phone**

Student Signature	Date	Supervising Teacher Signature	Date
Parent/Guardian/Caregiver Signature	Date	Additional Teacher Signature	Date
Other	Date	SpEd Case Manager (if applicable)	Date

Golden Feather UESD
INDEPENDENT STUDY MASTER AGREEMENT
Grades 4-8

The independent study master agreement is for the **2021/2022** school year. Independent Study is a voluntary, optional educational alternative in which no pupil may be required to participate; a classroom option has been offered and is always available. Before signing a written agreement, and upon the request of the parent or guardian of a pupil, the LEA shall conduct a phone, video conference, or in-person pupil-parent-educator conference to reconsider the independent study's programs impact on the pupil's achievement and well-being. In the case of a suspended expulsion student, pursuant to Ed Code 48915 or 48917, an alternative of classroom instruction has been offered and is available at all times. All resources and services of this school are also available to the student. If a student has a current Individualized Education Program it must specifically provide for enrollment in Independent Study.

Student Name: ID#: Grade:

Address: Student Phone #:

City: Zip Code: Birth Date:

TEACHER COMPLETION SECTION

Scheduled Appointments:

Students in 4th – 8th grades will have opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year. Failure to attend a scheduled appointment may result in an evaluation to determine whether the student may remain in the independent study program.

Duration of Agreement: Beginning Date _______________ Ending Date _________________

Reporting: We understand the student is required to report to his/her teacher(s) as scheduled.

Synchronous (At minimum 1 day per week)	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Start Time					
End Time					
In-person or Online					

Frequency: Weekly (at minimum)

Live Interaction (Each day synchronous instruction is not scheduled)	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Start Time					
End Time					
In-person, Phone, or Online					

Frequency: Daily

Objectives / Methods of Study:

The student is to complete the subjects listed below. Subject objectives reflect the curriculum adopted by the district's governing board and are consistent with district standards, as outlined in the district's subject descriptions. The specific objectives, methods of student, methods of evaluation and resources for each assignment covered by this agreement will be described on the weekly assignment calendar.

SUBJECTS	Grade Level (*circle one*)	Course Value
☐ English	4 / 5 / 6 / 7 / 8	Complete the Assignment
☐ Math	4 / 5 / 6 / 7 / 8	Complete the Assignment
☐ Science	4 / 5 / 6 / 7 / 8	Complete the Assignment
☐ Social Science	4 / 5 / 6 / 7 / 8	Complete the Assignment
☐ P.E. / Health (100+ minutes/week)	4 / 5 / 6 / 7 / 8	Complete the Assignment
☐ Supplemental / Elective	4 / 5 / 6 / 7 / 8	Complete the Assignment

Assignments / Method of Evaluation:

Student learning will be demonstrated through online and in-person course assessments, projects, activities, written assignments and oral assignments.

Students will be evaluated on the basis of some or all of the above methods. Progress and grades will be discussed weekly between the teacher and student. The maximum length of time allowed between the assignment and due date will be one week. Report of grades will be given to each student at the end of each grading period.

A tiered re-engagement process will be initiated if the student is in violation of master agreement, if the student does not generate attendance for more than three school days or if the student is missing 60 percent of the instructional days in a school week.

Tiered re-engagement process includes:
Step 1 - Teacher contact with student
Step 2 - Teacher contact with parent
Step 3 - Teacher sends home written warning letter and a referral to school counselor
Step 4 - The student will be required to receive additional in-person learning support
Step 5 - Referral back to a daily attendance school (in-person instruction on the Spring Valley campus)

Resources:

All students are provided with chromebooks. If needed, provisions to assist with connectivity (internet) are available.

Academic and other support will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individual educational program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, students in foster care or experiencing homelessness, and students requiring mental health supports.

Student Agrees To:

I will complete assigned work each day. I agree to meet with my supervising teacher as specified in this master agreement. I will abide by all Golden Feather UESD rules and regulations. I understand that independent study students cannot participate in class field trips, swimming days, or other in-person class activities. I understand that failure to progress could result in dismissal from independent study. My student rights and options have been explained to me.

Parent/Guardian Agrees To:

I had the opportunity to have a pupil-parent-conference (via phone, video conference, or in-person) to ask questions about this educational option. I agree to be responsible in complying with all aspects of this agreement, including the "student" section above. I agree to supervise the work of my student. I understand that failure to do so may result in my student being transferred from independent study to campus classes or to another school and/or legal action may be taken. I agree to supervise my student in pursuit of his/her school agreement. I agree to work in conjunction with the supervising teacher to provide a meaningful educational option. I must arrange for transportation to scheduled meetings. I/we will call/email in advance if a student is to be absent from an appointment.

I am liable for the cost of replacement or repair for any school issued materials that are lost, stolen, or willfully damaged or destroyed.

Parent Name:	Phone#:	Email:

Parents will receive daily updates regarding student progress. If additional parent communication is needed regarding academic progress, what is your preferred communication method?

Email **Text** **Phone**

Student Signature	Date	Supervising Teacher Signature	Date
Parent/Guardian/Caregiver Signature	Date	Additional Teacher Signature	Date
Other	Date	SpEd Case Manager (if applicable)	Date

INDEPENDENT STUDY

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum

3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum

4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

(cf. 0420.4 - Charter School Authorization)
(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.1 - District Residency)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6184 - Continuation Education)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian

2. A meeting between the student and the teacher and/or counselor

3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate

4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator

2. Approving or denying the participation of students requesting independent study

3. Facilitating the completion of written independent study agreements

4. Ensuring a smooth transition for students into and out of the independent study mode of instruction

5. Approving all credits earned through independent study

6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement

2. Supervising and approving coursework and assignments

3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due

4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy

5. Providing direct instruction and counsel as necessary for individual student success

6. Regularly meeting with the student to discuss the student's progress

7. Determining the time value of assigned work or work products completed and submitted by the student

8. Assessing student work and assigning grades or other approved measures of achievement

9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

Board Adopted:

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

(cf. 0420.4 - Charter School Authorization)
(cf. 6181 - Alternative Schools/Programs of Choice)

A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6200 - Adult Education)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060

2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments

3. Learning required concepts, as determined by the supervising teacher

4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction

2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction

3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student

2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation

3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary

4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021-22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress

2. The objectives and methods of study for the student's work and the methods used to evaluate that work

3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study

5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion

7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.

8. A statement that independent study is an optional educational alternative in which no student may be required to participate

9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

(cf. 5144.1 - Suspension and Expulsion/Due Process)

10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

    However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6

2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(cf. 4112.2 - Certification)

3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students in grades transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12 to receive at least weekly synchronous instruction.

4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.

5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

(cf. 5125 - Student Records)

6. Examinations shall be administered by a proctor.

7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

8. A student shall not be required to enroll in courses included in the course-based independent study program.

9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.

10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.

12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.

14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.

15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.

16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5

2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above

3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years

4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program

5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.

7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through

course-based independent study only if the student is offered the alternative of classroom instruction.

8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.

9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.

10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.

11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.

12. Before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

However, for the 2021-22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education

3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher

4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)

6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

(cf. 3580 - District Records)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

(cf. 0500 - Accountability)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)

Legal Reference:
EDUCATION CODE
17289 Exemption for facilities
41020 Audit guidelines
41976.2 Independent study programs; adult education funding
42238 Revenue limits
42238.05 Local control funding formula; average daily attendance
44865 Qualifications for home teachers and teachers in special classes and schools
46200-46208 Instructional day and year
46300-46307.1 Methods of computing average daily attendance
46390-46393 Emergency average daily attendance
46600 Interdistrict attendance computation
47612-47612.1 Charter school operation
47612.5 Independent study in charter schools
48204 Residency
48206.3 Home or hospital instruction; students with temporary disabilities
48220 Classes of children exempted
48340 Improvement of pupil attendance
48915 Expulsion; particular circumstances
48916.1 Educational program requirements for expelled students
48917 Suspension of expulsion order
49011 Student fees
51225.3 Requirements for high school graduation
51745-51749.6 Independent study programs
52060 Local control and accountability plan
52522 Adult education alternative instructional delivery
52523 Adult education as supplement to high school curriculum; criteria
56026 Individuals with exceptional needs
58500-58512 Alternative schools and programs of choice
FAMILY CODE
6550-6552 Authorization affidavits
CODE OF REGULATIONS, TITLE 5
11700-11703 Independent study
UNITED STATES CODE, TITLE 20
6301 Highly qualified teachers
6311 State plans
COURT DECISIONS
Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Elements of Exemplary Independent Study
California Digital Learning Integration and Standards Guidance, April 2021

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS
Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting
WEB SITES
California Consortium for Independent Study: http://www.ccis.org
California Department of Education, Independent Study: http://www.cde.ca.gov/sp/eo/is
Education Audit Appeals Panel: http://www.eaap.ca.gov

Butte County Office of Education
"Where Students Come First"

Mary Sakuma
Superintendent
msakuma@bcoe.org

Student Programs and Educational Support
Michelle Zevely
Associate Superintendent
mzevely@bcoe.org

Special Education
Stacy Doughman
Senior Director
1859 Bird Street
Oroville, CA 95965
Ph: (530) 532-5745
Fx: (530) 532-5794
sdoughma@bcoe.org

Mesa Vista School
Maryanne Taylor
Principal, Special Ed
2265 6th Street
Oroville, CA 95965
Ph: (530) 532-5740
Fx: (530) 532-5743
mtaylor@bcoe.org

July 26, 2021

Josh Peete
Superintendent
Golden Feather Union Elementary School District
11679 Nelson Bar Road
Oroville, CA 95965

AGREEMENT

Butte County Office of Education (BCOE) and Golden Feather Union Elementary School District (GFUESD) agree as follows:

BCOE will provide a Mentor Teacher, (Scott Bailey) to support GFUESD new Education Specialist Teacher, (Jonathan Frazer) for the 2021-2022 school year.

The cost for these services will be $4,000.00 plus mileage. The total will be S-Transferred from GFUESD to BCOE, by June 30, 2022.

Mary Sakuma
Superintendent, BCOE

Josh Peete
Superintendent, GFUESD

cc: Travis Haskill, Executive Director, Fiscal Services
Alicia Turner, Manager, Fiscal Services
Michelle Zevely, Associate Superintendent, SPES
Stacy Doughman, Senior Director, Special Education
Maryanne Taylor, Principal, Special Education

For BCOE Use:
01-6500-0-8677-5770-7210-0000-2222

2021/2022
Golden Feather UESD, 180 Days

	Kinder	1st to 8th	
Regular Days (153)			152
Start time	8:30	8:30	
End Time	12:30	2:40	
Total Minutes	240	370	
Lunch	30	30	
Recesses	0	15	
Daily Instr. Min.	210	325	
Annual Instr. Min.	31,920	49,400	
Short Tuesdays (18)			18
Start time	8:30	8:30	
End Time	12:30	1:55	
Total Minutes	240	325	
Lunch	30	30	
Recesses	0	15	
Daily Instr. Min.	210	280	
Annual Instr. Min.	3,780	5,040	
Minimum Days (10)			10
Start time	8:30	8:30	
End Time	12:30	12:30	
Total Minutes	240	240	
Lunch	0	0	
Recesses	0	15	
Daily Instr. Min.	240	225	
Annual Instr. Min.	2,400	2,250	
Total Annual Minutes	38,100	56,690	180