

Golden Feather UESD February 16, 2022 Board Agenda

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

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 (530) 533-3467 at least two days before the meeting date.

1. CALL TO ORDER – TIME:

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	_____
Richard Miller	Clerk	_____
Don Saul	Trustee	_____
Matthew Morris	Trustee	_____
Shelly Mitchell	Trustee	_____
Josh Peete	Superintendent	_____
Pearl Lankford	Executive Assistant	_____

2. FLAG SALUTE

3. **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.*

4. REPORTS

- 4.1. Superintendent School Report/Board Goals
- 4.2. CSEA
- 4.3. GFTA
- 4.4. Parents' Club
- 4.5. Board Members

5. CONSENT CALENDAR

- 5.1 Interdistrict Transfers #8-12
- 5.2 Minutes (1/19/22 Board Agenda and Advance minutes)
- 5.3 Approval of Bill Warrants (1/11/22 – 2/10/22)
- 5.4 Williams Quarterly (No Complaints)

Motion _____ Second _____ Vote _____

6.0 INFORMATION FOR DISCUSSION / INFORMATIONAL

- 6.1 Financial Report
- 6.2 Attendance Report
- 6.3 Extracurricular Activities
- 6.4 After School Program-Kindercare
- 6.5 Presentation to Board and Community – Supplement to LCAP Annual Update

7.0 ACTION ITEMS/NEW BUSINESS

7.1 21/22 Librarian MOU with BCOE

Motion _____ Second _____ Vote _____

8.0 MOTION TO CONVENE TO CLOSED SESSION

Conference with Labor Negotiator – Josh Peete

Motion _____ Second _____ Vote _____

9.0 Motion to Reconvene to open – Report Out

Motion _____ Second _____ Vote _____

10.0 ADJOURNMENT Time: _____ Motion _____ Second _____ Vote _____

GFUESD Board Minutes 1.19.22 Location: Spring Valley School 2771 Pentz Rd. Oroville, CA 95965
(530) 533-3467

Time: 4:15 PM

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1.0 CALL TO ORDER – TIME:4:15 PM

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	Present
Richard Miller	Clerk	Absent
Don Saul	Trustee	Present
Matt Morris	Trustee	Present
Josh Peete	Superintendent	Present
Pearl Lankford	Executive Assistant	Present

2.0 Flag Salute – Led by Mr. Saul

3.0 Public Comments - None

4.0 Discussion

4.1 Update Board Goals – Cristina Hawkins presented data from the current intervention program. Board goal – added “improving parent outreach”.

4.2 22.23 ASP/Kindercare, SEL Curriculum –Upon review of current program operations. The superintendent will meet with all stakeholders and address any concerns with Butte County Office of Education. He will report back to the group at next mtg.

5.0 ACTION ITEMS

5.1 Approve Updated Board Goals

Mr. Morris made a motion to approve the updated board goals. Seconded by Mr. Saul, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Morris

6.0 For the Good of the Order – None

7.0 Adjournment –Mr. Morris made a motion to adjourn at 5:15. Seconded by Mr. Saul, the board voted 3-0 to Adjourn. Ayes: Ingvaldsen, Saul, Morris.

GFUSD Board Minutes 1.19.22 Meeting Location: Spring Valley School
2771 Pentz Rd. Oroville, CA 95965 (530) 533-3467
Time: 5:00 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 (530) 533-3467 at least two days before the meeting date.

1.0 CALL TO ORDER – TIME: 5:15

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	Present
Richard Miller	Clerk	Absent
Don Saul	Trustee	Present
Matthew Morris	Trustee	Present
Josh Peete	Superintendent	Present
Pearl Lankford	Executive Assistant	Present

2.0 FLAG SALUTE - None

3.0 PUBLIC COMMENTS - None

4.0 REPORTS

- 4.1 Superintendent School Report/Board Goals – Superintendent Josh Peete reported current enrollment at 74. Kiara Diamond is coaching Concow Basketball. There continues to be staffing shortages. There is updated COVID guidance from the CDE.**
- 4.2 CSEA – No report**
- 4.3 GFTA – Negotiations were held yesterday.**
- 4.4 Parents' Club – Officer Elections were held earlier today.**
- 4.5 Board Members – Mr. Saul is volunteering helping our maintenance department.**

5. CONSENT CALENDAR

- 5.1 Interdistrict Transfers #7 (Pulled for Discussion) Saul, Morris, 3-0**
- 5.2 Minutes 12.15.21**
- 5.3 Approval of Bill Warrants 12/10/21-1/10/22**

Mr. Morris made a motion to approve the consent calendar. Seconded by Mr. Saul, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Morris.

6.0 INFORMATION FOR DISCUSSION

- 6.1 Financial Report**
- 6.2 Attendance Report**

7.0 ACTION ITEMS/NEW BUSINESS

7.1 Appoint Board Candidate in Lieu of Election/Oath of Office

Mr. Saul made the motion to appoint Shelly Lee Mitchell. Seconded by Mr. Morris the board voted 3-0. Ayes: Ingvaldsen, Saul, Morris.

7.2 Approve GASB Statement No. 75 Actuarial Valuation Report 12.10.21

Mr. Saul made a motion to approve. Seconded by Mr. Morris, the board voted 4-0 to approve. Ayes: Ingvaldsen, Saul, Morris, Mitchell.

7.3 Approve 2022 Comprehensive School Safety Plan

Mr. Morris made a motion to table. Seconded by Mr. Saul, the board voted 4-0 to table. Ayes: Ingvaldsen, Saul, Morris, Mitchell.

7.4 Approve School Accountability Report Card Published 21/22 School Year

Mr. Morris made a motion to table. Seconded by Mr. Saul, the board voted 4-0 to table. Ayes: Ingvaldsen, Saul, Morris, Mitchell.

8.0 MOTION TO CONVENE TO CLOSED SESSION

Mr. Saul made the motion. Seconded by Mr. Morris, the board voted 4-0. Ayes: Ingvaldsen, Saul, Morris, Mitchell.

9.0 Closed Session

Conference with Labor Negotiator Josh Peete

10.0 CLOSED SESSION REPORT OUT – No Action Taken

For the good of the order

11.0 ADJOURNMENT Mr. Saul made a motion to adjourn at 6:40. Seconded by Mr. Morris, the board voted 4-0. Ayes: Ingvaldsen, Saul, Morris, Mitchell.

Checks Dated 01/11/2022 through 02/10/2022					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-219190	01/13/2022	CDW GOVERNMENT INC	01-5800		1,300.00
3005-219191	01/13/2022	GOPHER SPORT	01-4300		1,430.42
3005-219192	01/13/2022	Horton, McNulty & Saeteurn LLP	01-5800		11,250.00
3005-219193	01/13/2022	PITNEY BOWES	01-5900		125.48
3005-219194	01/13/2022	PITNEY BOWES PURCHASE POWER	01-5900		301.50
3005-219195	01/13/2022	USBANCORP EQUIPMENT FINANCE	01-5600		1,571.88
3005-219196	01/13/2022	WILGUS FIRE CONTROL INC	01-5600		114.86
3005-219764	01/25/2022	Peete, Joshua J	01-4300		860.94
3005-220169	01/27/2022	Peete, Joshua J	01-4300		1,773.05
3005-220170	01/27/2022	Matthew G Quave	01-5800		2,700.00
3005-220805	02/01/2022	AT&T	01-5900		522.94
3005-220806	02/01/2022	Ben Toilet Rentals Inc	01-5800		353.24
3005-220807	02/01/2022	JC NELSON SUPPLY CO	01-4300		363.60
3005-220808	02/01/2022	L&L Farms	01-5800		800.00
3005-220809	02/01/2022	Nichols-Melburg & Rossetto	25-6200		5,781.04
3005-220810	02/01/2022	OFFICE DEPOT	01-4300		112.43
3005-220811	02/01/2022	P G & E	01-5500		4,392.07
3005-220812	02/01/2022	Salus Supply LLC	01-4300		858.00
3005-220813	02/01/2022	Uline Inc	01-4300		702.21
3005-220814	02/01/2022	WILGUS FIRE CONTROL INC	01-5600		448.61
3005-220815	02/01/2022	AT&T Mobility	01-5900		792.21
3005-220816	02/01/2022	Ben Toilet Rentals Inc	01-5600		515.55
3005-220817	02/01/2022	Eagle Security Systems	01-5800		150.00
3005-220818	02/01/2022	Gaynor Telesystems Inc	01-5800		135.00
3005-220819	02/01/2022	HOME DEPOT CRC/GECFGECE DEPT 32 2649078221	01-4300		402.97
3005-220820	02/01/2022	L&L Farms	01-5800		200.00
3005-220821	02/01/2022	PITNEY BOWES PURCHASE POWER	01-5900		552.40
3005-220822	02/01/2022	Thomas Ace Hardware Inc	01-4300		255.57
3005-221360	02/08/2022	Morris, Matthew F	01-8699		54.77
3005-221361	02/08/2022	Napoli, Jennifer	01-8699		329.80
3005-221362	02/08/2022	Huff, Jordan	01-8699		2,061.80
3005-221363	02/08/2022	CDW GOVERNMENT INC	01-4300		2,178.00
3005-221364	02/08/2022	Clark Pest Control Accounting Office	01-5800		145.00
3005-221365	02/08/2022	GOPHER SPORT	01-4400		2,433.11
3005-221366	02/08/2022	JC NELSON SUPPLY CO	01-4300		97.17
3005-221367	02/08/2022	NOR MAC INC	01-4300		50.77
3005-221368	02/08/2022	Nuso, LLC	01-5900		135.66
3005-221369	02/08/2022	Peete, Joshua J	01-4300		47.49
3005-221370	02/08/2022	Creative Imaging Center	01-4300		243.57
3005-221371	02/08/2022	Demsey,Filliger & Assoc LLC	01-5800		3,500.00
3005-221372	02/08/2022	Nuso, LLC	01-5900		271.75
3005-221373	02/08/2022	Zeptive Inc	01-4300	4,741.50	
			Unpaid Tax	304.50-	4,437.00
Total Number of Checks			42		54,751.86

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 2

Policy 6145: Extracurricular And Cocurricular Activities

Status: ADOPTED

Original Adopted Date: 11/14/2012

The Board of Trustees recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 - Use of School Facilities)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

(cf. 5148.2 - Before/After School Programs)

No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases.

Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. (5 CCR 4925)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6145.5 - Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Unless specifically authorized by law, no fee shall be charged to students for participation in extracurricular and cocurricular activities related to the educational program, including materials or equipment related to the activity.

(cf. 3260 - Fees and Charges)

(cf. 3452 - Student Activity Funds)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes

2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of any child in foster care or a child of an active duty military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with

Education Code 48850 and 49701.

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Feather Union Elementary School District	Josh Peete Superintendent	jpeete@gfused.org 530.533.3467

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

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

Golden Feather UESD meaningfully engages stakeholders for all plans required by the state and federal government.

The district asked for stakeholder feedback for ESSER III, Educator Effectiveness Block Grant, Expanded Learning Opportunities Program, LCAP updates, additional concentration grant funding, and more.

GFUESD held parent advisory meetings on 1/17/21 and 1/19/22. At each of these meetings we blocked out time for feedback on LCAP updates as well as input on all required state and federal plans.

Staff meetings were held for staff feedback on 8/17/21, 10/5/21, 11/2/21, 1/4/22, and 2/1/22.

Board financial updates were reported at each meeting to discuss the above plans and progress toward meeting goals. School board input and approval was sought on the following public meeting dates: 8/18/21, 9/15/21, 10/20/21, 11/17/21, 12/15/21, 1/19/22, and 2/16/22.

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

Golden Feather Union Elementary School District received additional concentration grant funds during the 21/22 school year. These funds were specifically used to provide direct services to students and to keep the school open for in-person instruction for these students during the COVID-19 pandemic.

GFUESD needed extra help in the maintenance department due to COVID-19 restrictions. The district was also able to hire its own resource teacher that spends part of their day running intervention groups. This certificated employee is now half day special education / resource and half day reading intervention.

Lastly, our small rural district in the past had to resort to 3 grade-level splits. Hiring an additional teacher provided students with not only lower class sizes but also reduced the grade-level splits to a maximum of two across the campus.

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

Golden Feather Union Elementary School District 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, SPSA, ELO, and this ESSER III plan.

Even in the midst of the global Pandemic and school closures due to COVID 19, Golden Feather UESD 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 2021-2022 as well as surveys that have taken place to solicit input:

- * Multiple Online Surveys: Spring / Summer 2021
- * Back to School Night: Fall 2021
- * Parent Advisory Meetings: Spring / Fall 2021
- * Board Meeting: Spring / Fall 2021

Golden Feather Union Elementary School District provided multiple opportunities for the public to provide input at our Board Meetings, specifically at our June, August, September, and October Board meetings.

After reviewing all of the community input, the following are the top priorities that align with the ESSER funding categories:

- *Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
 - *Planning for, coordinating, and implementing activities during long-term closures
 - *Purchasing educational technology (including hardware, software, and connectivity) for students, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
 - *Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
 - *Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
 - *Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including by—Administering and using high-quality assessments to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. Implementing evidence-based activities to meet the comprehensive needs of students
- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. Tracking student attendance and improving student engagement in distance education.
- *School facility repairs and improvements to reduce risk of virus transmission and to support student health needs.
 - * Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff

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

The district experience success in its implementation of the ESSER III plan. This year we hired an additional FTE intervention teacher that is implementing a reading intervention program school-wide. The district was able to also hire a specialist prep teacher, physical education, to not only provide students with a well-rounded P.E. experience but also allows teachers time to collaborate and plan lessons to meet the

needs of struggling students. For the first time in recent history, the district provided a summer school program and is looking to expand that for the 22/23 school year. GFUESD increased counseling services from 10 to 18 hours per week after the winter break. Over 50 hours of coaching has been provided to staff during the 21/22 school year for all teachers. Lastly, all students have been participating in in-person instruction since October 2020 thanks to full-implemented mitigation efforts.

It has been challenging to implement items in the plan that require additional staff capacity. The staff currently does not have additional bandwidth to do more. Especially when there are many staff outages due to COVID-19 requiring staff to do not only their job but also cover the job of their colleagues. Purchasing has been difficult. On our plan, we expected to purchase online subscriptions and supplemental curriculum. Though stated, our office is impacted with purchasing / accounts payable due to the Camp Fire from 2018 and an increase in funds for purchasing items in other areas. Also, purchasing of maintenance items has not occurred due to the department being understaffed. Lastly, we have been unable to increase nursing services.

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

Safe Return to In-Person Instruction and Continuity of Services Plan

Golden Feather Union Elementary School District implemented requirements for staff, students, and stakeholders to return to in-person instruction as quickly as possible. The school reopened on October 19, 2020 to full-day full-week instruction and continuously provided these services in the 21/22 school year. This flows right in-line with our LCAP Goal 3, which states: "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 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." All funds spent to implement the Safe Return to In-Person Instruction and Continuity of Services Plan helped to meet our goal of providing a safe and caring environment with clean, well maintained facilities and a highly qualified staff. The addition of extra custodial help, reduction of class sizes by hiring an additional teacher, and more have helped to keep our school open for the business of learning.

ESSER III Expenditure Plan

The ESSER III plan helped to ensure that our whole-school, including significant sub-groups, were provided the opportunity to mitigate learning loss. Not only was our school closed to in-person instruction from March 2020 to June 2020, our population collectively endured the adverse childhood experience of losing everything in the Camp Fire in 2018. After these ACES, academic achievement has declined and mental health needs have increased. ESSER III funds helped the district implement an intervention program, preparation teacher, summer school, school counselor, professional development, and more. These all aligned with our LCAP Goal 1 that states: All students will receive instruction, aligned to California state 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."

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

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

Introduction

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

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
 - All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
 - Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.
- When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.
- The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents
 - The 2021–22 Supplement
 - The 2022–23 LCAP
 - The Action Tables for the 2022–23 LCAP
 - The Instructions for the LCAP Template

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Golden Feather Union Elementary School District

Mid-Year LCAP Update

February 16, 2022

Joshua Peete

Superintendent/Principal

Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

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

Impact to the Budget Overview for Parents

When the Butte County Office of Education adopted our LCAP and Budget on June 28 , 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our LEA. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Actual 21-22 Budget Amount	Difference
Total LCFF Funds	\$1,318,057	\$1,362,256	\$44,199
LCFF Supplemental/ Concentration Grants	\$183,678	\$233,826	\$50,148
All other state funds	\$103,562	\$193,565	\$90,003
All Federal Funds	\$488,276	\$866,720	\$378,444
Total Projected Revenue	\$1,977,015	\$2,656,367	\$679,352
Total Budgeted General Fund Expenditures	\$1,952,016	3,161,130	\$1,209,114

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

3. A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
 4. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation. [i.e., the ESSER III Plan]
-

Supplement for the Annual Update for the 2021-22 LCAP

The Supplement has five prompts:

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



Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

1. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
 2. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.
-

Prompt 1: Educational Partner Engagement for Budget Act funds:

Golden Feather UESD meaningfully engages stakeholders for all plans required by the state and federal government.

The district asked for stakeholder feedback for ESSER III, Educator Effectiveness Block Grant, Expanded Learning Opportunities Program, LCAP updates, additional concentration grant funding, and more.

GFUESD held parent advisory meetings on 11/17/21 and 1/19/22. At each of these meetings we blocked out time for feedback on LCAP updates as well as input on all required state and federal plans.

Staff meetings were held for staff feedback on 8/17/21, 10/5/21, 11/2/21, 1/4/22, and 2/1/22.

Board financial updates were reported at each meeting to discuss the above plans and progress toward meeting goals. School board input and approval was sought on the following public meeting dates: 8/18/21, 9/15/21, 10/20/21, 11/17/21, 12/15/21, 1/19/22, and 2/16/22.

Prompt 2: Use of additional Concentration Funding:

Golden Feather Union Elementary School District received additional concentration grant funds during the 21/22 school year. These funds were specifically used to provide direct services to students and to keep the school open for in-person instruction for these students during the COVID-19 pandemic.

GFUESD needed extra help in the maintenance department due to COVID-19 restrictions. The district was also able to hire its own resource teacher that spends part of their day running intervention groups. This certificated employee is now half day special education / resource and half day reading intervention.

Lastly, our small rural district in the past had to resort to 3 grade-level splits. Hiring an additional teacher provided students with not only lower class sizes but also reduced the grade-level splits to a maximum of two across the campus.

Prompt 3: Educational Partner Engagement for One-Time Federal Funds:

Golden Feather Union Elementary School District 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, SPSA, ELO, and this ESSER III plan. Even in the midst of the global Pandemic and school closures due to COVID 19, Golden Feather UESD 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 2021-2022 as well as surveys that have taken place to solicit input:

- * Multiple Online Surveys: Spring / Summer 2021*
- * Back to School Night: Fall 2021*
- * Parent Advisory Meetings: Spring / Fall 2021*
- * Board Meeting: Spring / Fall 2021*

See page 3 of the Golden Feather Union Elementary School District ESSER III plan for more information.

Prompt 4: Implementation of the ESSER III Expenditure Plan - Successes

- *The district experience success in its implementation of the ESSER III plan. This year we hired an additional FTE intervention teacher that is implementing a reading intervention program school-wide. The district was able to also hire a specialist prep teacher, physical education, to not only provide students with a well-rounded P.E. experience but also allows teachers time to collaborate and plan lessons to meet the needs of struggling students. For the first time in recent history, the district provided a summer school program and is looking to expand that for the 22/23 school year. GFUESD increased counseling services from 10 to 18 hours per week after the winter break. Over 50 hours of coaching has been provided to staff during the 21/22 school year for all teachers. Lastly, all students have been participating in in-person instruction since October 2020 thanks to full-implemented mitigation efforts.*
-

Prompt 4: Implementation of the ESSER III Expenditure Plan - Challenges

It has been challenging to implement items in the plan that require additional staff capacity. The staff currently does not have additional bandwidth to do more. Especially when there are many staff outages due to COVID-19 requiring staff to do not only their job but also cover the job of their colleagues. Purchasing has been difficult. On our plan, we expected to purchase online subscriptions and supplemental curriculum. Though stated, our office is impacted with purchasing / accounts payable due to the Camp Fire from 2018 and an increase in funds for purchasing items in other areas. Also, purchasing of maintenance items has not occurred due to the department being understaffed. Lastly, we have been unable to increase nursing services.

Prompt 5: Using fiscal resources consistent with LCAP:

Safe Return to In-Person Instruction and Continuity of Services Plan

Golden Feather Union Elementary School District implemented requirements for staff, students, and stakeholders to return to in-person instruction as quickly as possible. The school reopened on October 19, 2020 to full-day full-week instruction and continuously provided these services in the 21/22 school year. This flows right in-line with our LCAP Goal 3, which states: "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 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." All funds spent to implement the Safe Return to In-Person Instruction and Continuity of Services Plan helped to meet our goal of providing a safe and caring environment with clean, well maintained facilities and a highly qualified staff. The addition of extra custodial help, reduction of class sizes by hiring an additional teacher, and more have helped to keep our school open for the business of learning.

Prompt 5: Using fiscal resources consistent with LCAP:

ESSER III Expenditure Plan

The ESSER III plan helped to ensure that our whole-school, including significant sub-groups, were provided the opportunity to mitigate learning loss. Not only was our school closed to in-person instruction from March 2020 to June 2020, our population collectively endured the adverse childhood experience of losing everything in the Camp Fire in 2018. After these ACES, academic achievement has declined and mental health needs have increased. ESSER III funds helped the district implement an intervention program, preparation teacher, summer school, school counselor, professional development, and more. These all aligned with our LCAP Goal 1 that states: All students will receive instruction, aligned to California state 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."

LCAP 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 1: LCAP Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status <i>Indicate if In Progress or Final</i>
CAASPP ELA	2018-2019 51.1 % met or exceeded standard	70% meet or exceed standard	N/A	<i>In Progress</i>
CAASPP Math	2018-2019 39.73% met or exceeded standard	70% meet or exceed standard	N/A	<i>In Progress</i>
Attendance Rates	2019-20 92.3%	96%	85%	<i>In Progress</i>
Chronic Absenteeism	2019-20 68.5%	10%	34%	<i>In Progress</i>
Suspension Rate (2018-2019)	22.4%	3%	5.4%	<i>In Progress</i>
Expulsion Rate	2019-20 0%	0%	0%	<i>In Progress</i>

Goal 1: LCAP Metrics Continued...

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update <i>Provide update or state Unavailable</i>	Status <i>Indicate if In Progress or Final</i>
iReady ELA (Local Benchmark Data)	2020-2021 34% early, mid or above grade level	70% early, mid, or above grade level	13% early, mid, or above grade level	<i>In Progress</i>
iReady Math (Local Benchmark Data)	2020-2021 24% early, mid, or above grade level	70% early, mid, or above grade level	10% early, mid, or above grade level	<i>In Progress</i>
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	100 % of students are enrolled in a broad course of study	<i>In Progress</i>
Middle School Drop Out Rates	2020-2021 0% middle school drop out rate	Maintain 0% middle school drop out rate	0% middle school drop out rate	<i>In Progress</i>

LCAP Goal 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.

Goal 2: LCAP Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update <i>Provide update or state Unavailable</i>	Status <i>Indicate if In Progress or Final</i>
<i>Faculty and Staff Attendance of all PD</i>	85%	90%	100%	<i>In Progress</i>
<i>Total Hours Spent on Student Centered Coaching</i>	0	100 hours of coaching	50	<i>In Progress</i>

LCAP 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.

Goal 3: LCAP Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status <i>Indicate if In Progress or Final</i>
<i>FIT Report Scoring</i>	<i>Good Repair</i>	<i>Maintain Good Repair Ranking</i>	<i>Good Repair</i>	<i>In Progress</i>
<i>Curriculum Adoption in All Subjects</i>	<i>6 out of 9 grade levels have newly adopted curriculums across all subject areas</i>	<i>100%</i>	<i>100%</i>	<i>In Progress</i>
<i>LEA Generated Survey</i>	<i>94.8% students feel safe at school</i>	<i>97% students feel safe at school</i>	<i>N/A</i>	<i>In Progress</i>
<i>Parent Attendance at Parent Advisory Meetings</i>	<i>13% parent participation</i>	<i>20% parent participation</i>	<i>13%</i>	<i>In Progress</i>
<i>Parent Participation in Surveys</i>	<i>41% of parents participated</i>	<i>60% parents participation</i>	<i>N/A</i>	<i>In Progress</i>

LCAP Actions and Expenditures

Action Title	Budgeted Expenditure	Midyear Expenditures	Implementation	Notes
1.1 Additional Credentialed Teachers for intervention and VAPA	\$144,481.00	\$59,585	<i>In progress</i>	
1.2 Paraeducators	\$66,820.00	\$28,795	<i>In progress</i>	
1.3 After School Tutoring	\$5,000.00	\$4,136	<i>In progress</i>	
1.4 Purchase Intervention Program	\$15,000.00	\$16,638	<i>Completed</i>	
2.1 Professional Development	\$77,000.00	\$0	<i>In progress</i>	
2.2 Support for New Teachers	\$10,800.00	\$0	<i>In progress</i>	
2.3 PD Beyond Contractual Day	\$30,292.00	\$9,621	<i>In progress</i>	
3.1 Maintain communication to families and stakeholders	\$2,220.00	\$0	<i>In progress</i>	
3.2 Provide and maintain activities that connect families and community members to school	\$2,000.00	\$0	<i>In progress</i>	
3.3 Campus Supervision	\$22,805.00	\$11,546	<i>In progress</i>	
3.4 Provide Kinder Care	\$10,000.00	\$0	<i>In progress</i>	
3.5 Nursing Services	\$5,000.00	\$0	<i>In progress</i>	
3.6 Provide Meals for Students	\$42,000.00	\$0	<i>In progress</i>	
3.7 Indirect Costs	\$6,161.00	\$1,751	<i>In progress</i>	

Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges over the last two years.

Despite these challenges, the Golden Feather Elementary School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.



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2021-22 PUBLIC SCHOOLS AGREEMENT
For Librarian of Record Services
From the Butte County Office of Education

This Agreement is made and entered into by and between Butte County Office of Education, State of California, hereinafter called County Office, and **Golden Feather UESD** hereinafter called District.

It is hereby mutually agreed by and between County Office and District that the County Office shall render to the District and District agrees to pay the County Office for the following library media services for the school year 2021-2022.

The County Office will:

Provide contracting schools with access to consultation services by a credentialed Teacher Librarian and Librarian of Record to satisfy California State Education Codes 18100 & 44868 that charge the district governing boards to provide students and teachers with credentialed library services. Librarian of Record consultation services include, but are not limited to: districts/school library program and policy development; school library management, library automation and technology support; collection development, including weeding and recommendation of library resources and school library staff development/ training

CBEDS COUNT AND BILLING:

The school district will:

Pay the County Office:

☒ A fee of \$0.75 per 2021-22 CBEDS for Credentialed librarian service.
2020-21: \$0.75 x 62 CBEDS = \$46.5

PO Number: _____

Invoices must be paid in full by May 13, 2022

OR

☐ Decline BOCE Library Service because **Golden Feather UESD** has made other arrangements to satisfy the California State Education Codes 18100 & 44868.

Those arrangements are: _____

GOLDEN FEATHER UESD

X Signature: [Signature]
Printed Name: JOSH REBTE
Title: SUPERINTENDENT
Date: 2/1/2022

Butte County Office of Education

Signature: _____
Printed Name: _____
Title: _____
Date: _____

"WHERE STUDENTS COME FIRST"