LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	Colusa County Office of Education offers many programs and services beyond the goals and actions described in the LCAP. LCFF Funding for the 2018-19 year is expected to be $2,568,424 of which $201,490 is student driven and $92,975 is transferred to Special Education for transportation. Special Education makes up 71.33% of the General Fund expenditures; Education Services 5.46%; Administrative Services 20.98%; County Community School 2.23%.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
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Not for Inclusion in the Template

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Colusa County Office of Education	Lorilee Niesen Director of Educational Services	lniesen@ccoe.net (530) 473-1350 x:10834

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Colusa County Office of Education (CCOE) believes that as an advocate for educated, socially responsible citizens, CCOE will communicate effectively, collaborate cooperatively, operate efficiently, and educate totally. CCOE is located in Colusa County, a small, rural community in northern California, 70 miles north of the state's capital, Sacramento. Colusa County is largely rural and is well known for its farming industry and production of a wide variety of crops. Much of the county's land is devoted to farming crops and related businesses. Therefore, a large population of agricultural workers that work in the production of these crops and its related businesses live in the community, many of these families being migratory.

The Colusa County Office of Education provides a full range of educational services to meet the needs of students. In 2014, the community school was closed, but it reopened in August 2015 with an extremely small number of students. The current community school, S. William Abel Community School, has been in session for four years and improvements are constantly being sought to provide students educational and support services. In addition, the S. William Abel Community School received initial WASC accreditation in the 2018-19 year and is working diligently to implement the recommendations of the visiting committee. The community school is situated in Williams and provides alternative learning opportunities for students in grades 7 – 12 who are expelled, have a court ordered placement, or are enrolled due to parent choice. The school also provides independent study/home school for students in grades 6-12. Over the course of the 2018-19 school year, 41 students in grades 6 – 12 have been served by the S. William Abel Community School. The student population encompasses a variety of subgroups (foster youth, McKinney Vento students, English Learners, youth on probation, economically disadvantaged students, student receiving services from special education, credit-deficient students, and children of various ethnicities). The student transient rate has slowly diminished and enrollment and attendance has steadily increased. The community school has open enrollment and the student population has the potential to fluctuate daily.

Regardless of the fluctuation in the student population, all students are supported academically and emotionally. The students receive services while working toward their ultimate goal of transitioning back to their home districts or other school of choice. While it takes a village to provide these resources, the ongoing partnerships with the LEAs, child welfare, parent/guardians, Behavioral Health, Special Education Department, and Colusa County Probation helps to create a successful transition for each student. An Individual Learning Plan (ILP), customized education, and ongoing student meetings are provided for every student to meet his or her specific needs. A blended learning curriculum; textbook, Edmentum Online Learning, and/or hybrid program allows the students to be engaged as it utilizes a plethora of various material types: video, audio, and visually enhanced presentations more easily understood by all types of learners. College visitations and advanced education through concurrent enrollment in the neighboring Woodland Community College Satellite Campus are some of the benefits the students can access. Free meals and transportation continue to be provided to all students.

LCAP Highlights

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

This year's LCAP features:

• Initial three- year accreditation from the Western Association of Schools and Colleges (WASC) for the S. William Abel Community School

• Implementation of instructional change to add new CCSS aligned curriculum and career and technical education options for students.

• Continue the professional learning series for district, county personnel, community partners based on trends, need, and availability.

• Continued implementation of the Multi-Tiered System of Support framework.

• All other existing Actions/Services remain in place.

Review of Performance

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

Greatest Progress

Since S. William Abel Community School has less than ten students in each grade level, data is not made public on the California School Dashboard for individual grade levels to protect student privacy. There are no viable cohorts due to a transient population and short-term placement. Cohort data is difficult to generate with a limited student population.

Out of eight, 12th graders and one 11th grader, four students have graduated, four are pending graduation, and one transitioned to our adult school and graduated, May 2019.

- Six students were concurrently enrolled in Woodland Community College courses while attending the community school.

- Implementation of the MTSS framework to build a Multi-Tiered System of Supports to assist in organizing resources through alignment of academic standards and behavioral expectations to accelerate the performance of every student to achieve and/or exceed proficiency continued.

- Empowering students by including them on hiring committees and incorporating monthly student stakeholder meetings directed by students to promote leadership skills, continues to be a priority at the community school.

- The hiring of two part-time therapists to provide one-on-one sessions with students and daily intervention when needed.

- Students were provided with opportunities such as field trips, community service, guest speakers, and leadership roles in community activities to broaden their educational experience, and make subjects more meaningful and relevant. Work towards creating CTE Pathways also is in progress.

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

Greatest Needs

Since S. William Abel Community School has less than ten students in each grade level, data is not made public on the California School Dashboard for individual grade levels to protect student privacy. except graduation rates. CCOE has identified areas in need of improvement based on local performance indicators and stakeholder input.

• Strengthen the CTE offerings for students to provide a more robust career exploration pathway.

• Continue to strengthen and implement the student plan based on the results of the Fidelity Integrity Assessment (FIA) instrument to align services and measure the effectiveness of evidence-based strategies.

• Increase professional learning for district/county office personnel in core academic areas to build capacity.

• Increase parent education opportunities. Based on parent feedback, parent education opportunities will be offered throughout the school year at a county-wide level.

• Increase the ability to develop resources and funding beyond our current capacity

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Due to having less than ten students in subgroups and grade levels, data on the California School Dashboard is not made public for privacy reasons.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Colusa County Office of Education offers many programs and services beyond the goals and actions described in the LCAP. LCFF Funding for the 2018-19 year is expected to be $2,568,424 of which $201,490 is student driven and $92,975 is transferred to Special Education for transportation. Special Education makes up 71.33% of the General Fund expenditures; Education Services 5.46%; Administrative Services 20.98%; County Community School 2.23%.

2019-2020 Expenditures

County Admin.

County Community School

Education Services

Special Education
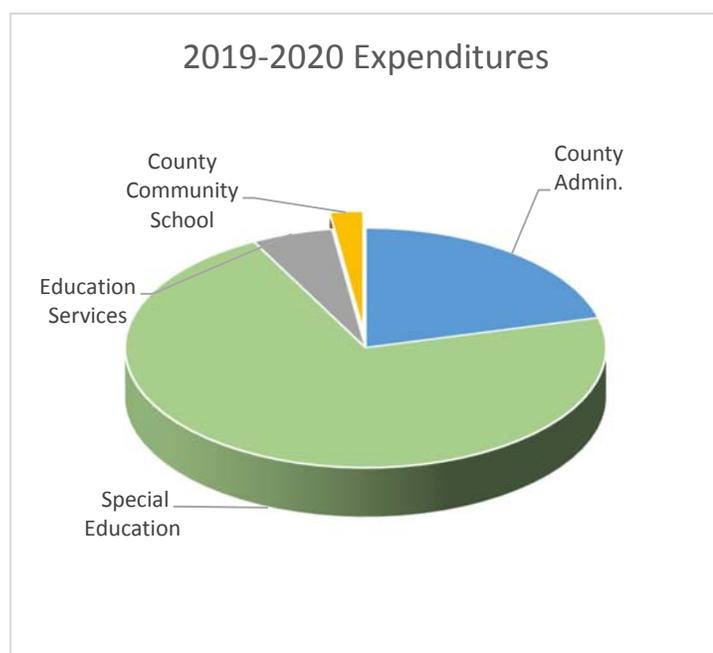
Annual Update

LCAP Year Reviewed: XXXX–XX

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [List Local Priorities here]

Annual Measurable Outcomes

Expected	Actual
1A. Properly Credentialed Teachers: Maintain CCOE will maintain fully credentialed teachers.	2018-19 data shows the teacher to be fully credentialed. There were no teacher miss-assignments this year. (Annual Williams Data)
1B. Student access to standards based instructional materials: Maintain all students access to standards based instructional materials	All students have access to standards based instructional materials. (Annual Williams Report)
1C. Facilities are properly maintained in "good or exemplary" repair (Annual FIT Report): Maintain all sites are in good repair	All facilities are in "good" repair according to the FIT report. (Annual FIT Report)

Expected	Actual
2A. State Board adopted academic content and performance standards fully Implemented: 100% of courses will be aligned and taught using the most recent state standards	100% of courses are aligned to the state standards. Independent study program syllabi specifically call out the standards that are addressed in each unit. Walkthrough data and syllabus audits.
2B. How programs & services will enable ELs access to CCSS and ELD standards: Maintain 100% of curriculum aligned designated and integrated ELD in all subject areas.	100% of curriculum is aligned to designated and integrated ELD in all subject areas. Teacher provided ELD instruction. Walkthrough data
3A, B, C: Facilitate parent involvement through multiple opportunities including parents of unduplicated pupils and individuals with exceptional needs: Maintain parent facilitation involvement through multiple opportunities. Parent/teacher conferences will take place twice a year. Parents will be encouraged to attend all committees. Parents will be encouraged to fill out surveys.	Parents were provided multiple opportunities to become involved. Four teacher conferences took place to develop Individual Learning Plans for students as well as multiple on-the-spot, face-to-face, and/or phone conferences. Parents were invited and encouraged to attend three LCAP committee meetings and completed a pre/post survey.
4A. Statewide Assessments: Maintain continue administering statewide assessments to all qualified students.	Students were administered the Physical Fitness Test on March 28, ELPAC on March 21, CAST on April 12, and CAASP tests on April 15-18.
4B. API	N/A
4C. Percentage of students meeting A-G courses: Continue to prepare students to qualify them to take A-G courses and expose them to choices. Provide an academic plan for all students that includes projected graduation.	A-G courses are available to students, however; these are not applicable metrics for community school students due to transiency, exceptional credit deficiency, lack of consistent assessment, and the need for partial credit. An academic plan was generated for all students that included projected graduation.
4D. Increase English learner progress toward English proficiency: Establish baseline progress toward English proficiency as measured by ELPAC.	Student progress on the 2017-18 ELPAC was discussed at parent meetings with all impacted students. The ELPAC annual assessment was completed in March and student progress will be measured shortly after. EL students were provided ELD instruction to increase their English proficiency.

Expected	Actual
4E. Percent of students reclassified to Fluent English Proficient: Continue to provide ELD instruction to English learners to strengthen English fluency.	No students were reclassified based on reclassification data.
4F. The percent of students who pass AP exams: Continue to prepare students to qualify them to take A-G courses and expose them to choices. Provide an academic plan for all students that includes projected graduation.	AP exams were available to all qualified students however; these are not applicable metrics for community school students due to transiency, exceptional credit deficiency, lack of consistent assessments, and partial credit. No students took AP exams.
4G. Percent of students participated & demonstrated college preparedness in Early Assessment Programs Continue to teach students essential reasoning and decision-making skills with the goal of higher order learning to provide choices: workforce/college:	The teacher continued to teach students essential reasoning and decision-making skills with the goal of higher order learning to provide choices. Three students participated in the EAP in the spring of 2019.
5A. Maintain the school attendance rate above 75%: Attendance rate at 75%	The school's attendance rate was at 69.3% for the 2018-19 school year while the majority of students with low attendance were enrolled in the school's independent study program.
5B. Decrease the chronic absenteeism rate by 3%: Decrease chronic absenteeism by 3%.	73.2 % of the school's population was designated as chronically absent, 30 out of 41 students enrolled over the course of the 2018-19 school year.
5C. Middle school dropout rate: As middle students enroll, continue to monitor attendance.	There was a zero-dropout rate for middle school students. One middle school student left our school and enrolled back into his home district. One middle school student was transferred to an alternate site.
5D. High school dropout rate: Monitor high school student attendance and ensure an academic plan is in place that includes a graduation goal.	High school student attendance was monitored closely and all students were provided with transportation and ongoing counseling to increase attendance. An academic plan was developed for each student to ensure a graduation goal was included and a plan to meet the goals was in place. Due to our clientele, enrollment and disenrollment fluctuates continuously. Two 12th graders were disenrolled from our community school, two seniors are continuing into a fifth year to complete

Expected	Actual
	graduation requirements, and one junior met requirements to graduate by June of 2019.
5E. High school graduation rate: Increase graduation rate by 58%	The graduation rate for 2018-19 was 66.7% with 8 out of 12 eligible students receiving diplomas. Two of the 12th grade students not receiving diplomas in June of 2019 have re-enrolled for the 2019-20 school year.
6A. Reduce the number of students who are suspended annually: Decrease suspension rate to zero.	There have been eight suspensions. Behavior plans have been developed for the students and goals established in their ILPs.
6B. Pupil expulsion rate: Maintain expulsion rates at current level.	Student expulsion rate was zero.
6C. Student surveys on safety and school connectedness: Post Survey: 94% indicate student satisfaction with instruction, encouragement, motivation, and connectedness to school.	Pre- Survey: 73% and Post Survey: 69% indicating students strongly agree or agree with instruction, encouragement, motivation, and connectedness to school.
6C. Parent surveys on safety and school connectedness: Seek Parental Input -Post: 80%; Participation in School Programs - Post: 81%; Safety - Post: 87%; Academics - 80%	Parents surveys reveal that the following strongly agree or agree on Seek Parental Input - Post: 97%; Participation in School Programs - Post: 82 %; Safety - Post: 93%; Academics -Post: 91%
6C. Teacher surveys-school safety and school connectedness: Continue teacher survey for feedback on school safety and connectedness.	Due to only having one teacher, a teacher survey was not conducted. Nevertheless, weekly check-ins, staff meetings and informal conversations resulted in collaboration with the teacher on ways to improve student learning, school safety and school connectedness. The teacher provided positive feedback while attending these collaboration events. The teacher also participated in PLC meetings that focused on school improvement efforts.
7A. All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220: 100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students had access to a broad course of study via the curriculum utilized for instruction.

Expected	Actual
8. Pupil Outcomes. Percent of students participating in a CTE course: The goal is to have100% (community school/independent study) student participation in CTE courses.	A CTE pathway for career exploration with a wide range of introductory level courses is in the initial stages of implementation. Curriculum and supplementary materials were purchased and are scheduled for implementation in the Fall of 2019 for all students.
9. Coordination of services for expelled students: Continue coordination of services with school districts, juvenile court system, special education to implement a student transition plan, ILP, IEP, and/or 504.	Services for expelled students are ongoing with school districts, juvenile court system, behavioral health, adult education, Woodland Community College, and special education to implement a student transition plan, ILP, IEP, and/or 504. The Expelled Student Plan was updated and approved by the district boards in May and by the CCOE board in June of 2018.
10.Coordination of services for foster youth: Continue coordination of services with county child welfare, juvenile court system, behavioral health, and districts, to ensure the timely transfer of student health and education records, immediate school enrollment, minimize changes in school placement, and immediate delivery of educational services	The Foster Youth Executive Advisory Council quarterly meetings includes Child Welfare, Juvenile Probation, Behavioral Health, LEAs, Law Enforcement, Migrant Education, One Stop, Child Abuse Prevention Council, Independent Living Program, First 5, Williams Police Department, Colusa County Probation and the county Foster Youth Coordinator. These agencies work in partnership to support and improve services to students in foster care. Meetings with Child Welfare are scheduled monthly. These meetings are held to help with the timely transfer of student health and education records, immediate school enrollment, minimize changes in school placement, and to facilitate immediate delivery of educational services. Foster Youth district Liaison meetings include Foster Focus Trainings, FASFA Challenge trainings, AB 216/167 trainings, & Educational Case Management collaborative trainings. Foster Focus trainings enhance the way we utilize the Foster Focus database to identify foster youth in a timely manner. Foster Focus is also used to track services, write notes, and maintain accurate data. FASFA Challenge trainings are designed to improve FASFA rate completion for Foster Youth in Colusa County. In the past two years, we have had 100% of our Foster Youth seniors complete their FASFA application and go on to either a community college or university. AB 216/167 trainings are coordinated to help districts understand the requirements, benefits, & disadvantages of graduation under AB

Expected	Actual
	216/167 for eligible Foster Youth. These trainings help liaisons provide the youth with immediate educational services.
	Educational Case Manager collaborative trainings are new to Colusa County. These trainings are meant to help Liaisons with their Foster Youth Case load. During these meetings we identify what the need is in the district and how the Educational Case Manager can assist in the youth's educational success.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain additional math, English, and other core subject support, during school, and/or an extended school day through on-site tutoring, credit recovery classes not available in the school (paper pencil and/or online) small group direct instruction, one on one support, differentiated materials, counseling, and parent/guardian/teacher meetings	Since the start of school in August, the teacher provided after school math and English tutoring two days a week for the first quarter and before school for those students who needed additional support. This provided for additional targeted instruction for all students. IEPs took place for special education students to ensure their plan was being implemented successfully. Weekly counseling services were provided by a licensed therapist from Colusa Behavioral Health. Credit recovery was provided through a combination of Edmentum online curriculum and independently paced curriculum. Laptops were purchased for every student to have access at school and for independent	No additional cost. Cost reflected in Actions/ Services #8. The extended school day was within the scope of the teacher workday.	No additional cost. Cost reflected in Actions/ Services #8. The extended school day was within the scope of the teacher workday.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	study students to have the ability of log in from home. The curriculum includes high-quality, standards-based online courses that are UC/CSU A-G compliant for middle school and high school students. The courses are flexible and meet the students' specific requirements. Courses were modified with content and assessments to differentiate instruction based upon student needs: EL, Special Education, Credit Recovery, etc. Parent/guardian meetings take place on an ongoing basis with parents.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide AVID strategies in existing classes.	AVID strategies were provided by the teacher to all students in all subject areas. The community school teacher incorporated a variety of AVID skills in the lesson to enhance learning and were adapted to all subject areas: organizational strategies, graphic organizer, pair share activities, quick writes, jigsaw, and other instructional strategies. The students were taught academic and social skills to help develop habits and behaviors needed to succeed in rigorous curriculum.	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Designated and Integrated ELD	Integrated ELD strategies were provided. Designated ELD was provided to students as well. A variety of instructional strategies intentionally designed to assist English learners were incorporated into lesson planning weekly.	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Foster and Homeless Liaison trainings to provide support and coordinate services to foster youth in the county.	Foster and Homeless Liaison trainings were scheduled at the beginning of the Fiscal Year. Even though group trainings were presented to the liaisons, CCOE Educational Services also offers individual trainings as needed. Ongoing communication with the Foster / Homeless Liaisons is critical in the education of both Foster and Homeless Youth. District Liaison Trainings took place on the following dates: 8/27/18 & 2/13/19 Foster Focus District Liaison Training 9/28/18 Foster/Homeless Collaborative Liaison Meeting 11/29/18 FASFA Challenge Training 2/5/19 & 2/25/19 Individual Ed. Case manager meetings	No additional cost. Districts received funding to support foster students.	No additional cost. Districts received funding to support foster students.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	5/1/19 AB 854 Training		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Friday Night Live classes to build leadership skills, broaden appropriate social networks, and implement youth led projects to improve school climate and reduce youth access to alcohol and other drugs.	Colusa County Behavioral Health continued to provide bi-weekly Friday Night Live meetings in accordance with agreements made in the prior year. The students participated in opportunities for community engagement, leadership and advocacy, and build caring and meaningful relationships with peers and adults. In addition, students received additional opportunities to demonstrate leadership and learn about ways to reduce access to tobacco and drugs through work as a Youth Coalition with Colusa County Public Health in alternating weeks when Friday Night live was not held in the first semester.	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of students, including unduplicated pupils and students with exceptional needs will have access to standards-aligned instructional materials.	Edmentum Online curriculum was purchased by the Community School for all students. The online curriculum is standards based and meets UC and CS a-g Requirements where appropriate.	$10,000 New Curriculum with imbedded assessment.	Edmentum License- $2,025

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will be assisted in making a smooth transition back to their home school by meeting with district school administration to ensure alignment of instruction to meet all academic requirements.	Meetings and communication with district administrators as well as probation was ongoing to ensure students have a seamless and successful transition back to their school. In the spring semester, a more formal, written transition plan was developed and our Prevention and Intervention Specialist conducted exit meetings with students and scheduled follow-up meetings in their home schools to monitor their progress and reintegration.	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Basic Educational expenditures including but not limited to staffing, supplies, services, and other expenditures.	A fully credentialed teacher/ principal was hired for the 2018-19 school year.	Highly qualified instructor/administrator to meet the academic needs of all students. $110,495	Principal/ Teacher-Salary & Benefits TOTAL $110,151
	One on one academic support is provided to all students during and after school. Through an MOU with Behavioral Health, a licensed therapist provided weekly one on one sessions with students to ensure their socio-emotional needs were met. Communication with parents/guardians was continuous and they were invited to attend all student meetings and LCAP committee meetings. In December, it was determined that one day a week of counseling services was inadequate, so	Provide academic and behavioral interventions and involve parents in the education process (MTSS). $8,838	TOTAL: $ 13,454

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	extra staffing was procured through an independent contract with a high school counselor/ mental health therapist in the region to provide an additional hour a day to deal with daily emergencies and students needing more services.		
	During the school year, students taking public transit were provided public transit passes on a day-to-day basis. Collaboration with probation to support transportation assistance was established.	Provide reliable safe home to school transportation for low income students to increase attendance. $3,000	TOTAL $ 4314
	During the regular school year, all students were provided a no-cost breakfast and lunch. Beginning in March, paperwork was filed to receive free and reduced lunches through a contract with Williams Unified School District.	Provide a nutritious breakfast, lunch, and snack for low income students. $6,000	TOTAL:$ 5761
	There were significant costs for instructional materials and supplies both for online classes and newly developed courses and electives. Material and supplies were purchased.	Materials required to achieve and maintain academic goals. $7,348	TOTAL $6550
	ELPAC, Physical Fitness and SBAC tests were administered to the appropriate students. Incentives were implemented to increase attendance, promote positive behavior, with an overall goal of increasing academic achievement. Monthly Student Stakeholder meetings took place to promote leadership skills, teaming, and positive choices. Students are included in the hiring panel to afford them a voice in their education. Students	Services required to achieve and maintain academic goals. (i.e. state mandated assessments, student incentives, fieldtrips) $7,000	TOTAL $3434

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	participated in hands on classroom presentations/activities: Career Fairs, Military Presentation, gardening, and Academic Counseling. Students also participated in field trips to the Chico State, Gateway Science Museum, the Golden One Center in Sacramento for a behind the scenes tour and to watch an NBA game, UC Davis, and the Point Reyes National Seashore.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Student Study Team Meetings, Individual Education Plan, Individual Learning Plan, and 504 meetings as required.	IEP meetings took place with students/parents/guardians for all Special Education students. Individual Learning Plan meetings take place with the teacher, administrator, and parent/guardians to customize a career/college plan for each student. 504 meeting goals were included in regular ILP meetings with all parties. The small student enrollment affords the teachers the opportunity to be proactive and provide targeted individualized instruction for all students on a continuous basis. Probation was included when necessary	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promote/support parent/guardian participation through increased communication, invitations to school committees, community, parent, and school events.	Parents were invited to participate in their child's education by attending the one on one student meetings to update Independent Learning Plans and the LCAP Committee meetings. Parents were encouraged to visit or contact the school staff and/or meet with the teacher and administrator at any time. A dedicated cell phone was purchased for the administrator for this purpose. Formal parent/Teacher/Student conferences were held in October and March, as well as two additional rounds of formal parent meetings. Review of students short and long-term goals were discussed, as well as progress towards academic and socio-emotional goals.	$1,000.00	$765.00

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support independent study/home school students in meeting academic goals while working independently and providing direct instruction and academic counseling for individual student success.	Independent study students were encouraged to attend school when they required additional academic support and not only on the days they are assigned to attend. Five students used the option of attending school at least one day a week to receive additional academic support. All students are invited to participate in Friday Night Live, field trips, counseling services, provided transportation passes, and meals if they stay for lunch.	No additional cost. Cost reflected in Actions/ Services #8.	$5942 for I/S student computers $1400 Consortium for Independent Study Conference for compliance.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain regularly scheduled weekly independent study/home school meetings with the students/parents /guardians /teacher to provide instruction, support, review student progress, provide assignment, and ensure attendance is continuous.	Independent study students meet with the teacher on a weekly basis for at least one hour to review work completed, provide academic support, and assign new work. The teacher provided services daily between the hours of 1:30 and 5:00 PM. Students also have the option of dropping in during the day instruction time (8:00 – 2:30) to receive further instruction and support.	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilities Inspection Tool (FIT) ratings of good or better	Inspection of school sites in Deciles 1-3 determined facilities are clean, safe and functional. We utilize the Facility Inspection Tool (FIT) to calculate an overall percentage of "good" for each site, as defined by the CA Education Code 17002(d)(1).	$19,873	$27,048

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a system to evaluate student performance data to modify instruction, provide timely student interventions, and support data decision-making practices.	The online curriculum monitors the student's skill level and the instructor can modify curriculum as necessary. Teachers provide intervention and re-teaching where necessary on a one to one basis regardless if the student is	See Goal 1, Action 6	No additional cost. Curriculum/Assessment already in place.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	utilizing the online curriculum or textbook instruction. Grades are updated a minimum of weekly in Aeries and shared with students regularly to indicate their progress towards mastery of standards and highlight any missing assignments.		

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain an alternative to offer courses at comprehensive schools, community colleges where dual credit is desired, and/or online learning when not all courses are offered through independent study.	Over the course of the 2018-19 school year, six community school students were concurrently enrolled at Woodland Community College at no cost. Students were provided with textbooks and instructional materials for classes as necessary.	$1,000	$480

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Survey parents, students, and the community for program effectiveness and school climate.	Parent pre-surveys were not administered at the start of 2018-19, but post-surveys were completed in May 2019. To gauge some program effectiveness, the pre-survey data used is from April 2018, while the post survey data is May 2019. The results were the following: Seek Parental Input - Pre: 75%, Post:97 %; Participation in School Programs - Pre: 77%, Post:82 %; Safety - Pre: 82%, Post: 93%; Academics - Pre: 75%, Post: 91%	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	A student pre-survey took place in October 2018 and a post-survey in May 2019. The results were the following: Pre- Survey: 73% and Post Survey: 69% indicating students strongly agree or agree with instruction, encouragement, motivation, and connectedness to school.		

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain quarterly LCAP Committee meetings.	The LCAP Committee meetings took place 10/17/18, 1/16/19, and 5/15/19. Updates on the LCAP Goals and Action/Services were provided. Stakeholders provided input on the plan which was incorporated into the development of the LCAP.	$300	$300

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide continuous communication/collaboration with other county agencies to improve attendance, emotional health, social adjustment, successful reintegration to regular school for all students,	Continuous communication and collaboration with county school district administration, Colusa Behavioral Health, Colusa Department of Social Services, Colusa Public Transit, Colusa One Stop, Friday Night Live, Migrant Education,	No additional cost. Cost reflected in actions/services #8.	No additional cost. Cost reflected in actions/services #8.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
including unduplicated pupils and students with exceptional needs.	Special Education, and Colusa Juvenile Probation Department is ongoing throughout the year. A customized learning plan is tailored to each student based on the student's specific academic and socio-emotional needs to ensure appropriate services and interventions are being provided.		

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement the process of obtaining WASC accreditation for the community school.	A WASC Visiting Committee visited the Community School on September 13, 2018. In February of 2019, the Community School received official notification that the school had received initial accreditation.	$2,000	$1316

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions/services in Goal 1 were implemented and completed successfully. The majority of the actions/services were ongoing and became a permanent practice as we have experienced success with them in the past years.

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

Since S. William Abel Community School has less than ten students in each grade level, data is not made public on the California School Dashboard for individual grade levels to protect student privacy except for graduation rates. Six students were concurrently enrolled in the community college, eight students successfully graduated, and two are returning to complete graduation requirements in the 2019-20 school year. Although our student population is significantly small and at each grade level, this serves as an opportunity to provide customized instruction to each individual student and continuous one on one meetings with each student and parents/guardians. The effectiveness of the actions/services are due to the ongoing communication and positive relationship with students, parents/guardians, districts, and community partners. Bi-monthly Friday Night Live classes, weekly one-on-one counseling sessions for all students, student stakeholder meetings, and student involvement in new hire interviews continue to provide opportunities for students to exhibit leadership and participate in the governance of the school. Work on creating effective curriculum and formalizing existing or emerging systems in the school was instrumental in the school receiving initial WASC accreditation and a significant increase in student enrollment, attendance and course completion. The community school serves the most socioeconomically disadvantaged students, including students that have a high risk of dropping out of school, eligible for free/reduced meals, and have parents who have not completed high school, therefore the rapport built with the students and their families was extremely important in ensuring student success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 6- The school adopted a new online curriculum and it became necessary to pay for license and registration fees.

Action 8 –

(2) An additional therapist was hired in the second semester to provide more regular contact time for students.

(3) Due to an increase in transportation costs and increased student enrollment, the cost of transportation for students increased.

(4) The cost to pay for the meals was equal to the projected amount, but only included costs through February. Beginning in March, meals were provided by Williams Unified and were reimbursed through the National School Lunch Program.

(5) Materials costs to support new electives, provide textbooks for core classes, and to account for increased enrollment resulted in an increase in expenditures. The school purchased a laptop for each student to access online curriculum and conduct research.

(6) Services required to achieve and maintain academic goals. (i.e. state mandated assessments, student incentives, fieldtrips). The cost to pay for the services was below the projected amount. Fieldtrips, as student incentives were implemented and tied to scheduled educational fieldtrips. Other events and incentives were less than initially projected.

Action 11- In order to provide independent study students equitable access to instructional materials, including online curriculum, ten laptops were purchased for $5942 for student checkout to take home. Staff attended the Consortium for Independent Study Conference to remain in compliance to offer I/S options to students.

Action 13- Proportionate share of Maintenance and operations expenses were significantly more than estimated.

Action 15- Students were able to utilize previously purchased college textbooks and used copies were purchased online to minimize the cost to the school.

Action 19- Costs were less than anticipated as a result of successful initial accreditation and associated costs.

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

Actions/Services 1, 3 ,4, 5, 8, 9, 10, 13, 14, 16, 17, 18 will not be changed in 2019-20

Action/Services 2 will be deleted and is incorporated into Action/Services 6.

Action/Service 6 will incorporate AVID Strategies from Action/Service 2 when using State Aligned Curriculum

Action/Service 7 has been modified to add necessary support systems for students transitioning back to their home districts

Action/Service 11 will be modified to incorporate actions and services from Actions/Services 12

Actions/Services 12 will be deleted

Action/Services 15 will be modified to include access to all students for course offerings in schools, community colleges, and online.

Actions/ Services 19 will be modified as the school has received its WASC Initial Accreditation but will need to ensure systems are in place for the WASC Self-Study in future years

Actions/Services 20 will be added for Career Technical Education (CTE) and College Readiness experiences

Actions/Services 21 will be added to Provide Prevention Education Services in the county and community school for on-site support and coordinate services for prevention, intervention, and cessation programs.

Actions/Services 22 will be added for transportation of students on field trips, work site tours, or college visits in the recently purchased van for activities relating to Actions/Services 20

LCAP Year Reviewed: 2019-20

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

Goal 2

Provide current and relevant professional learning that supports effective instructional practices in all curricular areas including effective student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: P1

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
1A. Properly Credentialed Teachers TCIP: Maintain 100% TCIP participants in year one and year two cohort completed.	100% TCIP participants in year one and year two cohort completed.
Provide professional learning opportunities to county and district personnel: Maintain a series of professional learning opportunities based on survey results and as needed basis.	Professional learning opportunities took place throughout the school year: • Professional Learning Network in collaboration with Yolo and Yuba COEs: The focus is to provide training to LEAs in the three county consortia on building collaboration, capacity, and support continuous improvement across the LCFF state priorities.

Expected	Actual
	• Second Step training to integrate social-emotional learning into the classrooms and schoolwide to decrease problem behaviors and promote school success, self-regulation, and a sense of safety and support. • Implementation of Designated and Integrated ELD: content and academic language instruction and English language proficiency. • Multi-Tiered System of Supports Framework and LCAP alignment to assist LEAs to organize resources through alignment of academic standards and behavioral expectations. • Burlington English Software Training for Adult Education Teachers to improve English for English Learners • County Math and Science Community of Practice Training with Ed Trust West on creating Equity in Math and Science • NGSS Science Resources fair to evaluate curriculum available for Science adoption • Foster Youth District Liaison trainings on the responsibilities and knowledge of AB 854, AB 167/216, referrals to services, expedite enrollment in appropriate school permanent placements, provide guidance and support to foster youth students; including transportation. In addition to the trainings mentioned above, it is an ongoing goal to continue to train school clerical personnel to properly code and report foster youth into the data system utilized by the LEA in a timely manner. • Footsteps2Brilliance curriculum enhancement, parent and community collaboration • PROTECT Training AB1227 • Foster Focus: a statewide system of programs designed to meet the unique educational needs of foster children and youth • 504 Training • CPI-Non-violent Crisis Prevention

Expected	Actual
	- Sonday Reading Intervention-SELPA - Career Cruising- SELPA - Exceptional Child monthly online training-SELPA

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide induction training for all beginning teachers that fulfill professional clear credential requirements for multiple and single subject, education specialist, and career technical education credential holders.	Four special education teachers participated and completed the induction program.	$4,080	$4,803

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain professional learning opportunities to county and neighboring district, including law enforcement, based on trends, need, and availability to support student learning and instruction.	Professional learning opportunities were provided throughout the year and in collaboration with neighboring county offices and districts.	$2,000	$5,471

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions/services were implemented and completed successfully. The county office collaborated with neighboring county offices to offer professional learning opportunities. The partnership allowed an increase of offerings and support from various professionals. The NCCEAPLN provided LCAP training opportunities to district LEAs through a consortium with Yolo and Yuba COEs. This partnership brought together the strength and expertise of the three county offices.

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

The overall implementation of the professional learning support provided to the LEAs as well as the relationships that were established have been very successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2-The budget was below the expected projection due to the LEAs requesting additional training.

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

No changes will take place in 2019-20.

Stakeholder Engagement

LCAP Year:	**2019-20**

Involvement Process for LCAP and Annual Update

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

Colusa County Office of Education lives by its Mission Statement: As an advocate for educated, socially responsible citizens, Colusa County Office of Education will: Communicate Effectively, Collaborate Cooperatively, Operate Efficiently, and Educate Totally. CCOE values Stakeholder feedback and the positive relationships we have established with the parents, students, staff, and community.

Meaningful stakeholder engagement was an integral part of reporting information, obtaining feedback, and building the LCAP.
The LCAP goals, action/services, data, expenditures and proposed action/services were a topic of discussion in each stakeholder meeting. An English/Spanish online survey was created and posted on the county office website. To ensure all stakeholders were included in accessing the online survey, the link was included in the monthly newsletter to the LEAs and community. They were also invited to attend the LCAP committee meetings. LCAP updates were posted in the monthly newsletters and emailed to the above-mentioned county staff and community members and organizations. Due to having less than ten students in each grade level, data was not presented to stakeholders to protect student privacy, nor was it reflected in the California Dashboard.

Parents/Guardians: All parents/guardians were invited to participate in the LCAP committee evening meetings. Every student was provided with a flyer to take home as a reminder for their parent/guardian as well as a personal invitation to them. Formal face-to-face Parent/Guardian/Teacher conferences for all students enrolled in the community school took place when Individual Learning Plans were developed for each student at the beginning of the school year and then occurred on 3/15/19 & 5/21-5/24/19 to review student performance, set academic and behavioral goals, review a summary version of the LCAP, and obtain feedback. The parents were encouraged to complete paper surveys (English/Spanish) at this time.

Students: Meetings took place from September 2018 through May 2019. Monthly student stakeholder meetings were held which included LCAP discussions. Students were encouraged to complete a voluntary/anonymous survey. Students had an opportunity to provide feedback on goals and actions/services. Beginning in October 2017, monthly student stakeholder meetings were implemented to provide students with a "voice", develop leadership and soft skills and learn to work as a team.

Community School Certificated and Classified Personnel: Meetings were held monthly. The LCAP process was presented throughout the year. Staff were encouraged to complete an online survey.

CCOE Personnel: Meetings were held between the Superintendent and the department members for additional communication regarding programs and services. The LCAP process was presented throughout the year at monthly meetings and newsletters. Staff were encouraged to complete an online survey.

Certificated and Classified Local Bargaining Units: Meeting to review goals, actions/services and opportunity for feedback 3/25/19. Recommendations from the first meeting with the units was sufficient input for the impact on LCAP.

LCAP Committee: CCOE continued the LCAP Committee comprised of parents, students, staff, and the community to review the LCAP goals, expected annual measurable outcomes, actions/services, budget, and provide input for the 2018-19 LCAP. The committee met on 10/17/18, 1/16/19, and 5/15/19. The three meetings were posted on the CCOE website in July 2018, agenda/flyer posted at the county office three days prior to the meeting, and the Educational Services newsletter emailed to all CCOE staff, districts, and the community.

Foster Youth Executive Advisory Committee: Comprised of various agencies: Department of Health & Human Services, Colusa Behavioral Health, Colusa Advocates for Parents and Children, Colusa Sheriff, Colusa Probation, Williams Police Department, District Liaisons, district administrators. Provided update on goals and actions/services on 9/14/18, 12/11/18, & 3/13/19 and last meeting will be on 6/719

Board of Trustees: Monthly updates were provided on the LCAP process, local and state priorities, annual updates are presented and discussed. Various stakeholder groups, staff, and community members attend the board meetings and provide feedback used in the development of the LCAP. LCAP was a standing item on the board agendas. 8/08/18, 9/12/18, 10/10/18, 11/14/18, 12/12/18, 1/09/19, 2/13/19, 3/13/19, 4/17/19, 5/08/19.

District Meetings: District personnel were emailed a newsletter with information on educational services as well as LCAP updates monthly.

McKinney-Vento & Foster Youth Liaisons: Provided updates on goals and actions/services as they pertain to McKinney Vento and Forster youth. Colusa, Maxwell, Pierce, and Williams districts: 8/27/18, 8/27/18 Foster Focus District Liaison Training 9/28/18, 11/29/18, 2/5/19, 2/13/19, 2/25/19, 5/1/19

Community Based Organizations: LCFF/LCAP process, LCAP Goals, Expected Annual Measurable Outcomes, Actions/Services, Budget, and opportunity for Stakeholder input.
CAL FIRE, Williams Fire Departments: 03/25/19
Colusa Behavioral Health: 3/20/19
Colusa County Probation Department, 8/07/19
Colusa County Rotary Club: 05/07/19

Colusa County Partners for Health: Comprised of various agencies; Colusa County Public Health, First 5, Williams & Arbuckle Family Action Centers, Area Agency on Aging, Colusa One Stop, Center for Healthy Communities, E-Center MSHS, Sheriffs Department and Colusa County Children Services. 7/17/18, 11/8/18, 1/10/19, 3/21/19, 5/16/19
Community Advocates for Parents and Children: Comprised of various agencies: CCOE, Williams Police Department, One Stop, CPS, Williams Family Action Center, Casa de Esperanza, community member: 4/11/19
Continuum of Care: Comprised of various agencies: Comprised of -Community Action Partnership, A Hand Up, Colusa One Stop, Health and Human Services, Colusa Behavioral Health, Migrant Housing (Williams), Impact Colusa, Family Action Center (Arbuckle), Colusa Regional Medical Center, Colusa County Jail, Veteran Services, American Red Cross, CCOE. 8/15/18, 11/14/18, 2/27/19
Department of Health & Human Services: Foster Youth Services: 7/19/18, 10/3/18, 11/14/18, 12/11/18, 1/9/19, 3/13/19, & 5/8/19
Hand in Hand: 09/21/18
Farm to School Stakeholders comprised of community members, county agencies, and CCOE staff, 9/5/18,11/1/18, 1/10/19, 3/14/19, 5/16/19
Interagency Meeting; Comprised of various agencies: Woodland Community College, Colusa One Stop, Department of Health & Human Services, CalWORKs, Child Protective Services, Children Services. 8/24/18, 9/28/18, 1/25/19, 2/22/19, 3/22/19,4/26/19 & 5/24/19
Math and Science Communities of Practice: 09/11/18, 12/04/18,01/22/19,
Migrant Education: 8/18/18
Multi-Discipline Team: Comprised of various agencies: Health and Human Services, Colusa Behavioral Health, Colusa County Jail, Sheriff's Department, Colusa Probation, District Attorney's Office, Police Department, School Counselors, and CCOE. 08/15/18, 4/17/19, 5/15/19
Woodland Community College: 12/18/18, 3/07/19
Online Survey: Opened from July 2018 to May 31, 2019 to parents, students, COE personnel, and the Colusa County community. The online survey consisted of soliciting feedback on each of the ten LCAP priorities including recommendations on each.
Public Hearing: The LCAP was posted on the District Website (http://www.ccoe.net/) for public view prior to the Public Meeting on 06/18/19.
Board Approval: LCAP final adoption by the Governing Board on 06/19/19.

Impact on LCAP and Annual Update

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

The county office continues to improve its program and services based on the feedback from its stakeholders. While the stakeholders are pleased with the continuous changes taking place, there is always room to improve educational opportunities and programs. Collaboration, discussion, and recommendations from parents, students, various agencies, and the community focusing on the ten State Priority areas have led to the development of the LCAP. Involving stakeholders in the LCAP process epitomizes…… the guiding principles of our CCOE county office of communicate, collaborate, operate and educate.

Feedback from stakeholder meetings provided the following recommendations:

Continue the process of accrediting the adult school and prepare for the community school 6-year accreditation. (Interagency Meeting)

Build career pathways for students (Farm to School)

Continue ongoing collaboration with probation department. (Probation Department)

Continue to provide LCAP support to district LCAP teams. (LEAS)

Feedback and recommendation from the community school parents/guardians and student meetings:

Provide timely student progress reports.

Continue small group, cooperative learning, and differentiated instruction to increase student achievement.

Build Project Based learning opportunities for students of all ages

Offer a broad array of elective courses

Continue providing transportation for students.

Continue to maintain positive support for students.

Provide college support program information for students.

Find ways to support students who want to participate in online classes at WCC and provide dual enrollment opportunities.

Promote athletics in the community school.

Continue to provide incentives for students.

Minimize disruptive behaviors that interfere with student learning.

Provide a more structured classroom environment.

Continue the ILP meetings with students.

Continue to work with partners on the Farm to School Program.

Continue to promote fieldtrips as incentives.

Continue ongoing, timely, communication between school/home.

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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [List Local Priorities here]

Identified Need:

Alternative education programs provide opportunities for students who need a more individualized program or supports to overcome challenges that they have encountered or will encounter. Community schools are able to provide students an alternative education program that combines a focus of individualized instruction, opportunities to participate in group activities, a chance to become empowered, and chances to obtain success. While the program may be short term, the positive impact on the student may be life-long. The California Dashboard reveals a need for this alternative education program as a result of all four districts in orange due to chronic absenteeism; one in red due to suspension rate; one in orange and one in yellow due to suspension rate; and one district in orange and one in yellow due to graduation rate. Due to the various colors and ranges associated with the dashboard, districts are in need of an alternative program to serve students that have poor attendance, perform low academically, are in danger of dropping out and need additional supports to be successful.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Properly Credentialed Teachers	Met 2016-17 data shows the teacher to be fully credentialed. There were no teacher miss-assignments this year.	Maintain CCOE will maintain fully credentialed teachers and have no teacher miss-assignments.	Maintain CCOE will maintain fully credentialed teachers.	Maintain CCOE will maintain fully credentialed teachers.
1B. Student access to standards based instructional materials	Met All students have access to standards based instructional materials	Maintain All students have access to standards based instructional materials	Maintain All students have access to standards based instructional materials	Maintain All students have access to standards based instructional materials
1C. Facilities are maintained in good repair (Annual FIT Report)	Met All sites are in "exemplary" repair.	Maintain All sites are in "good" or "exemplary" repair.	Maintain All sites are in good repair	Maintain All sites are in good repair
2A. State Board adopted academic content and performance standards fully Implemented	Met 100% of courses are aligned to the state standards	Maintain 100% of courses will be aligned and taught using the most recent state standards	Maintain 100% of courses will be aligned and taught using the most recent state standards	Maintain 100% of courses will be aligned and taught using the most recent state standards
2B. How programs & services will enable ELs access to CCSS and ELD standards	Met Designated and Integrated ELD aligned to the curriculum in all subject areas.	Maintain 100% of curriculum will align designated and integrated ELD in all subject areas. Teacher will provide ELD instruction.	Maintain 100% of curriculum will align designated and integrated ELD in all subject areas.	Maintain 100% of curriculum will align designated and integrated ELD in all subject areas.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A, B, C: Facilitate parent involvement through multiple opportunities including parents of unduplicated pupils and individuals with exceptional needs	Met Parent/teacher conferences took place 3/1/2017 and 5/4/2017. Parents were encouraged to attend all three LCAP committee meetings 9/8/16, 1/26/17, 5/11/17. Parents were encouraged to fill out an online survey as well as a paper/pencil survey. The survey results indicate the COE seeks input from 90% of parents. 75% participate in programs. 93% believe the school is a safe place for their children. 89% are satisfied with the academic rigor.	Maintain Facilitate parent involvement through multiple opportunities. Parent/teacher conferences will take place twice a year. Parents will be encouraged to attend all committees. Parents will be encouraged to fill out surveys.	Maintain Facilitate parent involvement through multiple opportunities. Parent/teacher conferences will take place twice a year. Parents will be encouraged to attend all committees. Parents will be encouraged to fill out surveys.	Maintain Facilitate parent involvement through multiple opportunities. Parent/teacher conferences will take place twice a year. Parents will be encouraged to attend all committees. Parents will be encouraged to fill out surveys.
4A. Statewide Assessments	One student was administered the CELDT. Six students took the CAASPP. There were not enough participants to generate composite CAASPP scores.	Maintain Continue administering statewide assessments. As student population increases, data will be included as appropriate. Students will have measurable improvements.	Maintain Continue administering statewide assessments to all qualified students.	Maintain Continue administering statewide assessments to all qualified students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4B. API	N/A	N/A	N/A	N/A
4C. Percentage of students meeting A-G courses	A-G courses were available to all qualified students however; these are not applicable metrics for community school students due to transiency, exceptional credit deficiency, lack of consistent assessments, and partial credit. No students met A-G.	Continue to prepare students to qualify them to take A-G courses and expose them to choices. Provide an academic plan for all students that includes projected graduation.	Continue to prepare students to qualify them to take A-G courses and expose them to choices. Provide an academic plan for all students that includes projected graduation.	Continue to prepare students to qualify them to take A-G courses and expose them to choices. Provide an academic plan for all students that includes projected graduation.
4D. Increase English learner progress toward English proficiency	One student increased one level of proficiency.	Continue to provide ELD instruction to English learner students with the goal of increasing English proficiency.	Continue to provide ELD instruction to English learner students with the goal of increasing English proficiency.	Increase in progress toward English proficiency as measured by ELPAC.
4E. Percent of students reclassified to Fluent English Proficient	Redesignation rate is zero. Only two ELs were enrolled.	Continue to provide ELD instruction to English learners to strengthen English fluency. One EL will redesignate.	Continue to provide ELD instruction to English learners to strengthen English fluency.	Continue to provide ELD instruction to English learners to strengthen English fluency.
4F. The percent of students who pass AP exams	AP exams were available to all qualified students however; these are not applicable metrics for community school students due to transiency, exceptional credit deficiency, lack of consistent assessments, and	Continue to prepare students to qualify them to take A-G courses and expose them to choices. Provide an academic plan for all students that includes projected graduation.	Continue to prepare students to qualify them to take A-G courses and expose them to choices. Provide an academic plan for all students that includes projected graduation.	Continue to prepare students to qualify them to take A-G courses and expose them to choices. Provide an academic plan for all students that includes projected graduation.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	partial credit. Zero students took AP exams.			
4G. Percent of students participated & demonstrated college preparedness in Early Assessment Programs	Zero students participated in EAP.	Continue to teach students essential reasoning and decision-making skills with the goal of higher order learning to provide choices: workforce/college	Continue to teach students essential reasoning and decision-making skills with the goal of higher order learning to provide choices: workforce/college	Continue to teach students essential reasoning and decision-making skills with the goal of higher order learning to provide choices: workforce/college
5A. Maintain the school attendance rate above 75%	As of May 2017, the attendance rate was at 82%. 2015-16 attendance rate was 79%.	Increase attendance rate to 85%	Attendance rate at 75%	Maintain attendance rate at 75%
5B. Decrease the chronic absenteeism rate by 3%	As of May 2017, 50% of students had chronic absenteeism. 2015-16 chronic absenteeism rate was 75%.	Decrease chronic absenteeism by 3%.	Decrease chronic absenteeism by 3%.	Decrease chronic absenteeism by 3%.
5C. Middle school dropout rate.	Zero middle school students dropped out.	As middle students enroll, monitor attendance.	As middle students enroll, continue to monitor attendance.	As middle students enroll, continue to monitor attendance.
5D. High school dropout rate.	High school dropout rate is zero.	Monitor high school student attendance and ensure an academic plan is in place that includes a graduation goal.	Monitor high school student attendance and ensure an academic plan is in place that includes a graduation goal.	Monitor high school student attendance and ensure an academic plan is in place that includes a graduation goal.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5E. High school graduation rate.	Nine non-cohort seniors were enrolled throughout the school year; 6 of 9 students graduated (67%). Two additional students graduated as McKinney Vento. A total of 11 students graduated in 2016-17 as compared to 60% in 2015-16.	Increase graduation rate by 72%	Increase graduation rate by 58%	Maintain graduation rate by 58%
6A. Reduce the number of students who are suspended annually.	2/15 community school students were suspended.	Decrease suspension rate by 1 student.	Decrease suspension rate to zero.	Maintain suspension rate to zero.
6B. Pupil expulsion rate	Student expulsion rate is zero.	Maintain expulsion rates at current level.	Maintain expulsion rates at current level.	Maintain expulsion rates at current level.
6C. Student surveys on safety and school connectedness	Met Student survey sample was too small to generate substantial results. Only six students were surveyed: 83% of students surveyed, were satisfied with the instruction, encouragement, and motivation received. 66% indicated adults treat students fairly.	88% student satisfaction with instruction, encouragement, and motivation received. 71% student connectedness to school. As the cohort of students increase, surveys will be administered and modifications to improve school climate will be made based on the findings.	Post Survey: 94% indicate student satisfaction with instruction, encouragement, motivation, and connectedness to school.	Post Survey: 97% indicate student satisfaction with instruction, encouragement, motivation, and connectedness to school.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6C. Parent surveys on safety and school connectedness	Met All parents were invited to participate in LCAP meetings, parent conferences, site visits, and complete surveys. 90% agreed the school seeks input from parents. 75% participate in school programs. 93% agreed their students is safe at school. 77% are satisfied with academic rigor.	95% seek parental input. 80% participation in school programs. 98% safety at school. 82% satisfaction with academic rigor. Continue to invite all parents to the LCAP meetings, parent conferences, and site visits to provide information, obtain feedback, and offer surveys to promote program improvement.	Seek Parental Input - Post: 80%; Participation in School Programs - Post: 81%; Safety - Post: 87%; Academics - 80%	Seek Parental Input - Post: 95%; Participation in School Programs - Post: 83%; Safety - Post: 94%; Academics - 85%
6C. Teacher surveys-school safety and school connectedness	Staff are one teacher and one administrator. Teacher provided feedback through conversations with the administrator in PLC collaborative meetings.	A new teacher will be hired which will increase staff to three. PLC collaborative meetings will continue to obtain feedback provide a framework to build capacity and focus on improving student learning.	Continue teacher survey for feedback on school safety and connectedness.	Continue teacher survey for feedback on school safety and connectedness.
7A. All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that	All students have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
includes all subject areas defined in Ed Code 51210 and 51220				
8. Pupil Outcomes. Percent of students participating in a CTE course	The student cohort was too small to measure. Five students participated in CTE courses.	Goal is to complete a CTE course sequence	The goal is to have100% (community school/independent study) student participation in CTE courses.	Maintain 100% student participation (community school/independent study) in CTE courses.
9. Coordination of services for expelled students	Met Coordination of services are ongoing with school districts, juvenile court system, behavioral health, special education to implement a student transition plan, ILP, IEP, and/or 504.	Continue coordination of services with school districts, juvenile court system, special education to implement a student transition plan, ILP, IEP, and/or 504.	Continue coordination of services with school districts, juvenile court system, special education to implement a student transition plan, ILP, IEP, and/or 504.	Continue coordination of services with school districts, juvenile court system, special education to implement a student transition plan, ILP, IEP, and/or 504.
10.Coordination of services for foster youth	Met Coordination of services with county child welfare, juvenile court system, behavioral health, and districts, to ensure the timely transfer of student health and education records, immediate school enrollment, minimize changes in	Continue coordination of services with county child welfare, juvenile court system, behavioral health, and districts, to ensure the timely transfer of student health and education records, immediate school enrollment, minimize changes in school	Continue coordination of services with county child welfare, juvenile court system, behavioral health, and districts, to ensure the timely transfer of student health and education records, immediate school enrollment, minimize changes in school	Continue coordination of services with county child welfare, juvenile court system, behavioral health, and districts, to ensure the timely transfer of student health and education records, immediate school enrollment, minimize changes in school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	school placement, and immediate delivery of educational services	placement, and immediate delivery of educational services	placement, and immediate delivery of educational services	placement, and immediate delivery of educational services

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain additional math, English, and other core subject support, during school, and/or an extended school day through on-site tutoring, credit recovery classes not available in the school (paper pencil and/or online) small group direct instruction, one on one support, differentiated materials, counseling, and parent/guardian/teacher meetings.	See description for 2017–18	See description for 2017–18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Cost reflected in Actions/ Services #8. The extended school day was within the scope of the teacher work day.	See Amount for 2017-18	See Amount for 2017-18
Source			
Budget Reference			

Action   2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Provide AVID strategies in existing classes

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Action/Services 2 will be deleted and is incorporated into Action/Services 6.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Cost reflected in Actions/ Services #8.	See Amount for 2017-18	Cost reflected in Action 6
Source			
Budget Reference	n/a	n/a	n/a

Action   3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners | Limited to Unduplicated Student Group(s) | S. William Abel Community School |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged (from 2018-19)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Designated and Integrated ELD	See description for 2017–18	See description for 2017–18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Cost reflected in Actions/ Services #8.	0	$300
Source		General Fund Unrestricted	General Fund Unrestricted

Year	2017-18	2018-19	2019-20
Budget Reference	n/a	Cost reflected in Action/Services #8 Highly Qualified Teacher	Cost reflected in Action/Services #8 Highly Qualified Teacher. Additional cost of Supplies

Action   4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support a Foster and Homeless Liaison in each district including the county office to provide on-site support and coordinate services to foster youth students.	Provide Foster and Homeless Liaison trainings to provide support and coordinate services to foster youth in the county.	See description for 2018-19.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Districts received funding to support foster students. .	See Amount for 2017-18	See Amount for 2017–18
Source			
Budget Reference	n/a	n/a	n/a

Action   5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Friday Night Live class, including MRT curriculum to build leadership skills, broaden appropriate social networks, and implement youth led projects to improve school climate and reduce youth access to alcohol and other drugs.	Maintain Friday Night Live classes to build leadership skills, broaden appropriate social networks, and implement youth led projects to improve school climate and reduce youth access to alcohol and other drugs.	Unchanged for 2019-20.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Cost reflected in Actions/ Services #8.	See Amount for 2017-18	See amount for 2017-18
Source			
Budget Reference	n/a	n/a	n/a

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
100% of students, including unduplicated pupils and students with exceptional needs will have access to standards-aligned instructional materials.	See description for 2017–18	Provide all students with a culturally responsive, relevant curriculum aligned to California State Standards and incorporate AVID strategies in lessons to support student success in rigorous curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Curriculum already in place.	$10,000 New Curriculum with imbedded assessment.	$2025
Source		SRSA	General Fund Unrestricted
Budget Reference	n/a	RS 5812/OB 4300	Supplies

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students will be assisted in making a smooth transition back to their home school by meeting with district school administration to ensure alignment of instruction to meet all academic requirements.	See description for 2017–18	Students will be assisted in making a smooth transition back to their home school by meeting with district administration to ensure alignment of instruction to meet academic requirements and necessary support systems are in place.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Cost reflected in Actions/ Services #8.	See Amount for 2017-18	See Amount for 2017-18
Source			
Budget Reference	n/a	n/a	n/a

Action   8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Basic Educational and operation expenditures including but not limited to staffing, supplies, services, and other expenditures	Basic Educational expenditures including but not limited to staffing, supplies, services, and other expenditures.	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Highly qualified instructor to meet the academic needs of all students. $91,563	Highly qualified instructor/administrator to meet the academic needs of all students. $110,495	Highly qualified instructor/administrator to meet the academic needs of all students. $111,049
Source	General Fund Unrestricted	Small Rural Grant Career Technical Assistance General Fund Unrestricted	General Fund Unrestricted

Year	2017-18	2018-19	2019-20
Budget Reference	RS 0000 $78,081 OB1xxx-3xxx	RS 5812 $10,000 OB 1xxx-3xxx RS 7388 $22,414 OB1xxx-3xxx RS 0000 $78,081 OB1xxx-3xxx	Salary and Benefits
Amount	Provide academic and behavioral interventions and involve parents in the education process (MTSS). $6,500	$8,838	$10,000
Source	MTSS Grant	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 9099 OB 1xxx-3xxx, 4300	See Budget Reference for 2017–18	See Budget Reference for 2017–18
Amount	Provide reliable safe home to school transportation for all students. $3,000	Provide reliable safe home to school transportation for low income students to increase attendance. $3,000	Provide reliable safe home to school transportation for low income students to increase attendance. $4300
Source	General Fund Unrestricted	S/C	See Source for 2018–19
Budget Reference	RS 0000 OB 5800	See Budget Reference for 2017–18	See Budget Reference for 2017–18
Amount			
Source			

Budget Reference			
Amount	Provide a nutritious breakfast, lunch, and snack for students. $19,000	Provide a nutritious breakfast, lunch, and snack for low income students. $6,000	Provide a nutritious breakfast and lunch for students through the National School Lunch Program for those who qualify and continue to provide meals for all students regardless of qualification. $1500
Source	General Fund Unrestricted	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 0000 OB 4300	See Budget Reference for 2017–18	See Budget Reference for 2017–18
Amount	Materials required to achieve and maintain academic goals and state mandated assessments. $2,000	$7,348	$2500
Source	General Fund Unrestricted	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 0000 OB 4300	See Budget Reference for 2017–18	See Budget Reference for 2017–18
Amount	Services required to achieve and maintain student academic and behavior goals. (i.e. student incentives, fieldtrips). $1,400	$7,000	$4,500
Source	General Fund Unrestricted	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 0000 OB 4300, OB 5800	See Budget Reference for 2017–18	See Budget Reference for 2017–18

Action 9

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Student Study Team Meetings, Individual Education Plan, Individual Learning Plan, and 504 meetings as required.	See description for 2017–18	See description for 2017–18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Cost reflected in Actions/ Services #8.	See Amount for 2017-18	See Amount for 2017-18
Source			
Budget Reference	n/a	n/a	n/a

Action   10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Promote/support parent/guardian participation through increased communication, invitations to school committees, community, parent, and school events	See description for 2017–18	See description for 2017–18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$62	$1,000	$750
Source	GF Unrestricted	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 0000 OB 4300	See Budget Reference for 2017–18	See Budget Reference for 2017–18

Action   11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Independent Study/Home School Students	S. William Abel Community School

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support independent study/home school students in meeting academic goals while working independently and providing direct instruction and academic counseling for individual student success.	See description for 2017–18	Support independent study/home school students by maintaining regularly scheduled weekly meetings to provide direct instruction, provide assignments, and ensure attendance is continuous. Provide academic counseling for individual student success and meet regularly with students, parents /guardians, and teacher to review student progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Cost reflected in Actions/ Services #8.	See Amount for 2017-18	$1400
Source			General Fund Unrestricted

Year	2017-18	2018-19	2019-20
Budget Reference			Travel and Conference

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Independent Study/Home School Students

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

S. William Abel Community School

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain regularly scheduled weekly independent study/home school meetings	See description for 2017–18	Action/Services 12 will be deleted and is incorporated into Action/Services 11.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
with the students/parents /guardians /teacher to provide instruction, support, review student progress, provide assignment, and ensure attendance is continuous.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Cost reflected in Actions/ Services #8.	0	0
Source			
Budget Reference	n/a	n/a	n/a

Action 13

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilities Inspection Tool (FIT) ratings of good or better	See description for 2017–18	See description for 2017–18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$24,862	$19,873	$15,010
Source	GF Unrestricted	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 0000 OB 5750	See Reference for 2017–18	See Reference for 2017–18

Action   14

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| All Schools |

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

Actions/Services

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

| Unchanged |

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

| Unchanged |

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

| Unchanged or 2019-20 |

2017-18 Actions/Services

| Maintain a system to evaluate student performance data to modify instruction, provide timely student interventions, and support data decision-making practices. |

2018-19 Actions/Services

| Unchanged (from 2017-18) |

2019-20 Actions/Services

| Unchanged (from 2017-18) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 6	See Goal 1, Action 6	See Goal 1, Action 6

Year	2017-18	2018-19	2019-20
Source	See Goal 1, Action 6	See Goal 1, Action 6	See Goal 1, Action 6
Budget Reference	See Goal 1, Action 6	See Goal 1, Action 6	See Goal 1, Action 6

Action   15

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain an alternative to offer courses at comprehensive schools, community colleges where dual credit is desired, and/or online learning when not all courses are offered through independent study.	See description for 2017–18	Provide access to all students, course offerings in comprehensive schools, community college dual enrollment courses and online learning classes to meet student's academic goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
	$640	$1,000	See Amount for 2018–19
Source	GF Unrestricted	See Source 2017-18	See Source 2017-18
Budget Reference	RS 0000 OB 5800	See Reference 2017-18	See Reference 2017-18

Action   16

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged (from 2017-18)	Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Survey parents, students, and the community for program effectiveness and school climate.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Cost reflected in Actions/ Services #8.	See Amount for 2017–18	See Amount for 2017–18
Source			
Budget Reference	n/a	n/a	n/a

Action   17

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain quarterly LCAP Committee meetings.	See description for 2017–18	See description for 2017–18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
	$62	$300	$300
Source	GF Unrestricted	See Source for 2017–18	See Source for 2017–18

Year	2017-18	2018-19	2019-20
Budget Reference	RS 0000 OB 4300	See Budget Reference for 2017–18	See Budget Reference for 2017–18

Action   18

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged (from 2018-19)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide continuous communication/collaboration with other	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
county agencies to improve attendance, emotional health, social adjustment, successful reintegration to regular school for all students, including unduplicated pupils and students with exceptional needs.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
	No additional cost. Cost reflected in actions/services #8.	See Amount for 2017–18	See Amount for 2017–18
Source			
Budget Reference	n/a	n/a	n/a

Action 19

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Changed	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue process of obtaining WASC accreditation for the community school and the Adult Education School.	Implement the process of obtaining WASC accreditation for the community school.	Ensure systems are in place for the on-going WASC accreditation self-study for the community school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
	$500 Community School $500 Adult Education	$2,000	$1,078
Source	GF Unrestricted	See Source 2017-18	See Source 2017-18
Budget Reference	RS 0000 OB 5800	See Reference 2017-18	See Reference 2017-18

Action 20

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Develop a continuum of Career Technical Education (CTE) and college readiness experiences for students including soft skills, personal planning and organizational skills trainings, career exploration, and field trips to colleges and business sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
			$2,000
Source			General Fund Unrestricted
Budget Reference			Supplies

Action   21

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Provide Prevention Education Services in the county and community school for on-site support and coordinate services for prevention, intervention, and cessation programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
			$1000
Source			General Fund Unrestricted
Budget Reference			Supplies

Action   22

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Provide transportation for students on field trips, college visits, and in emergency situations in recently purchased van. $2500 for supplies, maintenance and repairs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
			$2500
Source			General Fund Unrestricted
Budget Reference			Supplies and Service

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$ 53,770

Percentage to Increase or Improve Services

3.09 %

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

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

2019-20

Colusa County Office of Education is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, English Learners and foster youth at the community school. Student academic improvement is provided through research-based curriculum, programs, and services as indicated in the LCAP actions/services.

Due to the small school size, mobile student population, and extremely credit deficient students, LCFF supplemental funds are used schoolwide to increase or improve services for unduplicated pupils in the following manner:

*Teacher/Administrator salary: the teacher provides supplementary instruction to English learners beyond the regular school hours intended to ensure the educational achievement, develop full proficiency in English, meet grade level standards, and reclassify in a timely manner. Students are able to receive additional instruction before and after the regular school day.

*Meals for low income students: students benefit from a no cost nutritious meal, improve their nutritional and educational outcomes which are directly tied to an increase in school attendance.

*Public transportation to increase attendance: the community school is 10 to 20 miles from the neighboring rural schools; therefore, providing no cost public transportation allows students to have a safe route to and from school while at the same time increasing student attendance. Providing transportation services in this high need area often show significant improvements in attendance, behavior, and academic achievement.

*Maintain Designated and Integrated ELD: assures all students receive equal access to required content standards. Supplemental supplies and "hands-on" training make content more accessible

*Intervention for subgroups: hiring a family therapist to work with students addressing social-emotional issues will help reduce barriers to student success.
*Provide Foster and Homeless Liaison Training: ensures foster youth are properly identified and effective services are provided in a timely manner. Housing the county Prevention Services Coordinator on site allows students to be identified and services provided in an efficient time period.

https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-brief
https://www.nytimes.com/2017/06/05/well/feeding-young-minds-the-importance-of-school-lunches.html
http://stnonline.com/news/blogs/item/6950-it-s-more-than-a-yellow-bus-it-s-the-ticket-to-academic-achievement

2018-19 ==**Gail, did you change this number later as requested by CDE?**==

==**Estimated Supplemental and Concentration Grant Funds:**==   ==**$37,173**==   ==**Percentage to Increase or Improve Services**==   ==**20.91%**==

Colusa County Office of Education is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, English Learners and foster youth at the community school. Student academic improvement is provided through research-based curriculum, programs, and services as indicated in the LCAP actions/services.
Due to the small school size, mobile student population, and extremely credit deficient students, LCFF supplemental funds are used schoolwide to increase or improve services for unduplicated pupils in the following manner:
*Teacher/Administrator salary: the teacher provides supplementary instruction to English learners beyond the regular school hours intended to ensure the educational achievement, develop full proficiency in English, meet grade level standards, and reclassify in a timely manner.
*Meals for low income students: by extending the school day, students benefit from a no cost meal, improve their nutritional and educational outcomes which are directly tied to an increase in school attendance.
*Public transportation to increase attendance: the community school is 10 to 20 miles from the neighboring rural schools; therefore, providing no cost public transportation allows students to have a safe route to school while at the same time increasing student attendance. Providing transportation services in this high need area ultimately bridges the achievement gap.
*Maintain Designated and Integrated ELD: assures all students receive equal access to required content standards.
*Provide Foster and Homeless Liaison Training: ensures foster youth are properly identified and effective services are provided in a timely manner.

https://www.jstor.org/stable/10.1086/651192?seq=1#page_scan_tab_contents
https://www.nytimes.com/2017/06/05/well/feeding-young-minds-the-importance-of-school-lunches.html

2017-18

Estimated Supplemental and Concentration Grant Funds:	$65,238	**Percentage to Increase or Improve Services**	3.67%

Colusa County Office of Education is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, English Learners and foster youth at the community school. Student academic improvement is provided through research-based curriculum, programs, and services as indicated in the LCAP actions/services.
LCFF supplemental funds are used countywide to increase or improve services for unduplicated pupils are:
•Teacher salaries
•Meals for all students
•Public Transportation
•Professional development to support differentiated instruction, designated and integrated ELD for our English Learners, including standards aligned teaching and learning across all content areas with a specific emphasis on the needs of English Learners, low income and foster youth.
•Supplemental supplies and hands on materials to make the core content more accessible.
•Intervention for targeted subgroups (credit recovery, summer school, tutoring, mental health, academic counselors)
•Parent engagement trainings on various topics such as leadership, engagement, college and career, motivational and relevant parenting topics. Through surveys, parents have the opportunity to generate ideas for trainings so that content is relevant and meaningful.

Research to support school-wide and LEA wide use of funds. According to the research of Laudan Y Aron, (An Overview of Alternative Education, 2006) and the National Alternative Education Association (Exemplary Practices in Alternative Education: INDICATORS OF QUALITY PROGRAMMING, 2009) there are twelve significant attributes of high quality alternative education that most significantly contribute to student learning:
•A clear focus on academic learning that combines high academic standards with engaging and creative instruction and a culture of high expectations for all students;
•Teachers, who choose to be part of the program, routinely employ positive discipline techniques, have high expectations for students, and establish rapport with students and peers.
•Quality professional development programs.
•Small classes that encourage caring relationships between students and adults.
•Clean and well-maintained buildings that are attractive, inviting, and that foster emotional well-being, a sense of pride, and safety.
•Collaboration with a wide range of community organizations (cultural, social service, educational, etc.) and the business community to provide assistance and opportunities for participants.

•A strong, engaged, continuous, and competent leadership, preferably with a teacher/director administering the program.
•A flexible individualized program with high expectations and clear rules of behavior.
•Clearly identified goals; the integration of research into practice in areas such as assessment, curriculum, and teacher training; the integration of special education services and ELL; and stable and diverse funding.
•Clear criteria and procedures for transitioning students from the traditional education setting to the alternative education setting, from the alternative program to the student's next education or workforce setting while ensuring timely access to community agencies and support services.
•Actively involves parents/guardians beyond parent/guardian-teacher meetings.
•Systematically conducts program evaluations for continuous program improvement.

http://www.urban.org/research/publication/overview-alternative-education

http://www.doe.in.gov/sites/default/files/cte/best-practices-for-alternative-education.pdf

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections (a) through (d)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

    For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

    Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

    (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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