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)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Colusa County Office of Education
Contact Name and Title	Michael P. West Superintendent

		Email and Phone	mwest@ccoe.net (530) 458-0350

2017-20 Plan Summary

THE STORY

Briefly 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 and reopened in August 2015 with an extremely small number of students. The current community school, S. William Abel Community School, is located in Williams and provides alternative learning opportunities for students in grades 7th – 12th who are expelled or have a court ordered placement. The school also provides independent study/home school for students in grades K-12. There are 27 students enrolled in grades 5th – 12th, including McKinney Vento students that were over-age. The student population encompasses a variety of subgroups (foster, McKinney Vento, English Learner, probation, economically disadvantaged, special education, credit-deficient, and various ethnicities). There exists a high student transient rate and low student enrollment. The community school has open enrollment and the student population has the potential to fluctuate daily.

All students are supported academically and emotionally with the goal of providing them with a smooth and successful transition to a public school. An Individual Learning Plan (ILP) and customized education is provided for every student to ensure success in meeting their specific needs. A blended learning curriculum; textbook, PEAK online, 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. Free meals and transportation are provided to all students.

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

This year's LCAP features:
- Merge Goals 1: Provide a Community School program that is safe and welcoming with a supportive environment that will meet the needs of all students and Goal 3: Establish a high quality Independent Study/Home School that provides a voluntary supportive environment and meets individual student needs in all areas of core classes for a short term, long term, or full time basis. The Expected Annual Measurable Outcomes (EAMO) will be reworded as identifiable metrics. The actions/services will be merged, duplication will be eliminated, and actions/services specific to each group of students (expelled, independent study/home school) will not be eliminated. Goal 1 will be revised to capture the core of both Goals 1 and 3.
- Executing the process for the Western Association of Schools and Colleges (WASC) accreditation for the community school and post-secondary accreditation for adult education programs.
- Implementation of a countywide Next Generation Science Standards (NGSS) professional learning series for district and county personnel with a focus on how to read/understand the different components, destining aligned units/lessons, assessments, and integrated/discipline models.
- Provide extracurricular activities, fieldtrips and enrichment to students.
- Provide education/training and increased communication to law-enforcement entities on comprehensive high school/community school enrollment and placement of students.
- 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 LCFF Evaluation Rubrics, 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

The California School Dashboard does not reflect alternative education data. Due to having less than ten students in each grade level, data is not made public for individual grade levels, except graduation rates 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. We are an open enrollment school.
- Due to our high student transiency rate, our graduation rate is not calculated as a cohort. However, seven out of eleven students graduated and one is pending completion during summer school.
- One student was concurrently enrollment in college.

Implementation of independent study to provide parents/guardians and LEAs with an alternative education for their children. Independent study will continue with the goal of expanding.

There is an extended school day option for all students. The extended school day will continue being provided as this assists in the safety of students.

Identifying the community school as a Knowledge Development Site (KDS) for MTSS. We hope to build the capacity of the school to provide much needed services through grants and collaboration with community agencies.

Expansion of Adult education programs to provide alternatives to community school students who are 18 and above. Building a career pathway for the eighteen-year-old community school students transforms their experience by bringing together strong academics, demanding career and technical education, and real-world experience.

Community School may be engaged as a voluntary placement by parents and students. School of choice vs school of enforcement. Increased student retention is the goal for those students that may attend voluntarily.

Positive school climate: Instructional/support staff build strong rapport/relationships with students/parent/guardians. Implementation of Moral Reconation Therapy (MRT) to decrease recidivism among juvenile offenders by increasing moral reasoning. The continued practice of viewing our students as "clients" builds a stronger relationship and the greater the potential for the community school to increase the level of student achievement. Having satisfied students/parents/guardians will promote buy-in in their educational career.

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

GREATEST NEEDS

The California School Dashboard does not reflect alternative education data. Due to having less than ten students in each grade level, data is not made public for individual grade levels, except graduation rates to protect student privacy. There are no viable cohorts due to a transient population and short term placement. Cohort data is difficult to generate. CCOE has identified areas in need of improvement based on local performance indicators and stakeholder input.

- Implement CTE pathways aligned to district LEAs for a smooth transition back to student's home school. Administration will meet with LEA administration to ensure alignment of pathways is implemented.

- Strengthen the written plan to improve student behavior supports and provide school based mental health services for all students by implementing MTSS utilizing the Fidelity Integrity Assessment (FIA) instrument to align services and measure the effectiveness of evidence-based strategies. By following the FIA with fidelity, staff will be able to implement strategies and make improvement to the overall school climate.

- Increase professional learning for district/county office personnel in core academic areas to build capacity. Collaboration for professional learning opportunities will continue with neighboring county offices as well as continued collaboration with Capitol Service Region 3 to ensure Colusa County LEAs have multiple opportunities for professional learning. A NGSS professional learning course will be implement at CCOE in collaboration with a local district.

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

- Provide education/training and increased communication to law-enforcement entities on comprehensive high school/community school enrollment and placement of students. There is a need to communicate the process of student enrollment to law-enforcement to ensure both entities understand education vs penal code when dealing with probation students.

- Increase the ability to develop resources and funding beyond our current capacity. The search for grants will continue.

Referring to the LCFF Evaluation Rubrics, 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

The California School Dashboard does not reflect alternative education data. Due to having less than ten students in each grade level, data is not made public for individual grade levels for privacy reasons.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Colusa County Office of Education is committed to improving the academic performance and socio-emotional support for low-income students, English learners, and foster youth. A full time Alternative Education administrator was hired and assigned to the community school and adult education to focus solely on scaling up services for students and ensure compliance.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$10,411,377
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$159,963

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The total amount of LCFF funding not included in the LCAP goals is $1,239,085. Of this amount, Colusa County Office of Education transfers $98,262 to Community School / Independent Study, $92,975 to Special Education for transportation and $96,558 to Restricted Maintenance. The remaining amount of $951,290 is for the county office administrative services.

Special Education makes up 71% of the general fund expenditures; Education Services 6%; Administrative Services 23%.

$1,368,559	Total Projected LCFF Revenues for LCAP Year

Annual Update

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 Community School program that is safe and welcoming with a supportive environment that will meet the needs of all students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☒ 9 ☒ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. By June 30, 2017, provide a structured environment in collaboration with other county agencies which improves student: attendance, emotional health, social adjustment, and successful reintegration to regular school and community settings using acceptable civic and social behaviors as measured by Williams Facility Inspection, teacher assignment and credentials, common core aligned instructional materials accessible to all students, minimizing changes in school placement for foster youth, and coordinating case management services for foster, homeless, expelled youth including unduplicated pupils and students with exceptional needs and sharing information with county child welfare, juvenile court system, and transfer of health and education records. This will be a permanent outcome.

2. On a continuous enrollment basis, an Individual Learning Plan (ILP) for each student including unduplicated pupils and students with exceptional needs will be completed to provide appropriate and individual services and a plan that articulates the transition back to their home school as measured by including the ILP in the student cums and an individual student checklist. This will be a permanent outcome.

ACTUAL

1. CCOE acquired successful Williams compliance on October 2016. The community school personnel take pride in providing an environment that is well organized to provide students with effective predictable academic as well as socio emotional structures. Continued 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, Special Education, and Colusa 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. 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 "exemplary" for each site, as defined by the CA Education Code 17002(d)(1).

2. Individual student academic results for all students, including foster, homeless, and students with exceptional needs are not provided to stakeholders including the board due to limited student enrollment in

3. On an ongoing basis, case management services will be provided to students enrolled in the community court school based on their ILP or Individual Education Plan (IEP) as measured by student cums and an individual student services checklist. This will be a permanent outcome.

4. By September 30, 2017, three yearly LCAP Committee meetings will be scheduled for parents, students, staff, community partners including parents of unduplicated pupils and students with exceptional needs as measured by meeting flyers, sign in sheets, and agendas.

5. On an ongoing basis, make home visits and/or continuous phone calls to parents/guardians when they do not attend the LCAP Committee meetings in order to promote parental participation in programs for parents of unduplicated pupils and individuals with exceptional needs.

6. On an ongoing basis, the Community School administration will meet with the sending district school counselor to ensure coordination and alignment of instruction for the expelled student to meet all academic requirements and ensure a smooth transition back to the sending school district as measured by the academic and behavioral plan.

7. On an ongoing basis, services to unique learners (Disadvantaged, English Learners, Migrant, Special Education, Foster Youth, Homeless, and Expelled Youth) including unduplicated pupils and students with exceptional needs, will take place to ensure they are receiving both academic and social emotional services as measured by their Individual Learning Plan/Individual Education Plan. This will be a permanent outcome.

8. By August 30, 2016, the California Standards, including the English Language Development (ELD) Standards with be implemented and begin to plan for the implementation of the Next Generation Science Standards (NGSS).

9. On an ongoing basis, provide access and support for all students; including unduplicated pupils and students with exceptional needs with state performance standards, Career and Technical Education (CTE), and other rigorous curriculum as measured by core academic pacing guides, weekly Professional Learning Communities (PLC), targeted instruction based on weekly student performance, and the implementation of Integrated, Designated English Language Development (ELD), and a 5% increase for students who have an attendance rate of 85% or higher.

each grade level. Individual Learning Plans (ILP) are completed for each student upon enrollment at the community school. Based on the results of the ILP, customized education is provided for the student, which includes an individual plan to transition the student back to their home district. The bi-weekly student meetings to review academic and behavior goals including review of ILP, ensures a successful transition into the community school and to their home district. When parents/guardians/students prefer to continue their enrollment in the community school once their expulsion plan has been satisfied, educational options are provided to ensure the best plan is selected. The constant communication with parents/guardians/students/teachers is critical to student success.

3. Individual case management services are provided for all students including foster, homeless, and students with exceptional needs. Services are based on the outcomes of their ILP or IEP. Services include one on one counseling, small and large group social emotional intervention, intensive care coordination, mental health, medication support, and crisis intervention. The extended school day allows the staff to provide additional services to the students.

4. The LCAP committee evening meetings took place on the following days:
   - 9/8/2016: update on LCAP goals, expected annual measurable outcomes, actions/services, and a needs assessment was completed.
   - 1/26/2017: update on LCAP goals, expected annual measurable outcomes, actions/services, expenditures and recommendations from stakeholders. Stakeholders provided the county office with feedback and recommendations on the current year LCAP as well as the 2017-18 LCAP.
   - 5/11/2017: update on LCAP goals, expected annual measurable outcomes, actions/services, expenditures and recommendations from stakeholders. Stakeholders provided the county office with feedback and recommendations on the current year LCAP as well as the 2017-18 LCAP.

5. One on one meetings and phone calls were made to parents/guardians on an ongoing basis to provide and obtain

10. By June 30, 2017, based on the Average Daily Attendance benchmark established the previous year, the goal is to increase the Average Daily Attendance by 3% as measured by the Student Information System.

11. By June 30, 2017, based on the truancy rate benchmark established the previous year, the goal is to decrease the truancy rate by 3% as measured by the Student Information System.

12. By July 1, 2016, hire a qualified teacher as measured by Williams Survey.

13. Obtain a Facilities Inspection Tool (FIT) ratings of good or better as measured by Williams Survey

Given that the outcome of the community school is to reinstate the students into their home schools, the API, ongoing EL data and re-designation, Early Assessment Program (EAP), and AP exams may not apply. Suspension and Expulsion will not take place at the community school. Students are expelled for one to two semesters by their home districts. Student enrollment will drive the budget for the 2016-17 school year. Priority 5 (C, D, E) does not apply to the county program.

feedback on LCAP goals action/services. Parents are encouraged to volunteer, visit the classroom, and/or participating in the LCAP committee. Communication was extremely important in building rapport with the families and students.

6. Meetings take place with district administration and/or school counselors, including probation to ensure a successful academic transition plan for all students returning to their home districts.

7. All students have the opportunity to participate in core learning based on their ILP. A customized academic and behavioral plan is generated for each student to ensure they are receiving the necessary supports to build success.

8. California Standards, including English Language Development (ELD) Standards are included in instruction for all students. The county office has been participating in the Science Models of Practice and will be providing professional development to teachers in the fall. A Literacy in Science teacher training took place in May 2017 to focus on the three dimensions and align lessons to the NGSS.

9. Instructional support and access to the core curriculum, CTE, and credit accrual was provided to all students; including unduplicated pupils and students with exceptional needs. One EL student was provided with ELD support. A-G, AP, and EAP 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. We are currently in the process of applying for WASC accreditation. There were six students who had an attendance rate of 85% or higher. One out of six students completed two semesters and five out of six students completed one full semester. Semester comparisons could not be made, however, the average GPA for all six students was 2.73. All students in the community school made progress in credit accrual.

10. The average attendance for 2016-17 was 82% as compared to 2015-16 which was 79%.

	11. 60% of students were truant in 2016-17 as compared to 64% in 2015-16.
	12. Due to the low enrollment, the Community School teacher is also the Independent Study/Home School teacher. The teacher was hired later in the school year (September 2016), due to lack of qualified applicants. The teacher was promoted to teacher/principal as of March 1, 2017 to provide administrative oversite and compliance.
	13. The county office received an overall score of "exemplary" on the FIT report.

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**

Actions/Services	**PLANNED** Provide additional Math and English Support- Sections through tutoring and Credit Recovery classes not available in the school (paper pencil and/or online) through an extended school day.	**ACTUAL** After school, Math and English support was provided to all students through an extended school day. This provided for additional targeted instruction for all students. Support was additionally extended to the evening four days a week (Monday-Thursday) from 6:00 – 9:00 p.m. provided by a credentialed teacher for those students who wanted to attend with their parent/guardian. Credit recovery is provided through PEAK technology curriculum. Students have the ability of log on 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 can be modified with content and assessments to differentiate instruction based upon student needs: EL, SPED, Credit Recovery, etc…
Expenditures	**BUDGETED** $1,000 LCFF & Supplemental/Concentration Object Code: 1110 Budget goal: 3502	**ESTIMATED ACTUAL** No additional cost. Cost reflected in Actions/ Services #8. The extended school day was within the scope of the teacher/principal work day. The planned action was accomplished.

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 2

	PLANNED	ACTUAL
Actions/Services	Provide AVID strategies in an existing class.	The community school teacher incorporated a variety of AVID skills in the lesson to enhance learning and were adapted to all subjects: concept mapping, journal writing, graphic organizer, pair share, parking lot, quick writes, jigsaw, etc… The students were taught academic and social skills to help develop habits and behaviors needed to succeed in rigorous curriculum.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8. The planned action was accomplished.

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 3

	PLANNED	ACTUAL
Actions/Services	Provide Designated (if applicable) and Integrated ELD	One EL student enrolled late in the school year and ELD support was provided.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8. The planned action was accomplished.

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 4

	PLANNED	ACTUAL
Actions/Services	Foster and Homeless Liaison in each district	The county office works collaboratively with the four districts to identify a district liaison. Meetings/trainings take place throughout the school year on the following topics: how to eliminate barriers/challenges for Foster/McKinney Vento students, student count, legislative updates,

		students' rights, equal access, educational outcomes, stress, trauma, policy, legislation, resources, and Liaison/LEA responsibilities.
Expenditures	BUDGETED $8,000 Foster Grant Object Code: 5800	ESTIMATED ACTUAL Each district liaison receives a $2,000 stipend at the end of the school year once an accountability report is completed and submitted by the liaison. Payment was made to districts for a total of $8,000.

<u>ACTIONS / SERVICES</u>

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 **5**

Actions/Services	PLANNED Friday Night Live 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.	ACTUAL Friday Night Live classes took place every Thursday and provided the students with opportunities for community engagement, leadership and advocacy, and build caring and meaningful relationships with peers and adults. Moral Reconation Therapy (MRT) made a significant difference in the student's social emotional outlook.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #8	ESTIMATED ACTUAL There was an unanticipated cost to purchase the MRT student textbooks $399.38.

<u>ACTIONS / SERVICES</u>

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 **6**

Actions/Services	PLANNED Purchase Common Core Curriculum for all students.	ACTUAL PEAK online curriculum is appropriately aligned to the latest state and national standards, including the Common Core State Standards.
Expenditures	BUDGETED $3,000 LCFF & Supplemental/Concentration Object Code: 4300 Budget Goal: 3503	ESTIMATED ACTUAL No cost due to having purchased the online curriculum the prior year.

[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 **7**

Actions/Services	PLANNED Students will be assisted in making a smooth transition back to their home school.	ACTUAL Student transition meetings took place with district school counselors to ensure students are academically and emotionally prepared to return to their home school.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #8.	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #8. The planned action was accomplished.

[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 **8**

Actions/Services	PLANNED Hire a part-time teacher and paraprofessional to support instruction.	ACTUAL Due to the low enrollment, the Community School teacher is also the Independent Study/Home School teacher. The teacher was hired later in the school year (September 2016), due to lack of qualified applicants. The teacher was promoted to teacher/principal on March 1, 2017 to provide administrative oversite and compliance. A decision to not hire a paraprofessional was due to the low student enrollment.
Expenditures	BUDGETED $51,465 LCFF & Supplemental/Concentration Object Code: 1110 & 2210 Budget Goal: 3501	ESTIMATED ACTUAL $20,830

[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 **9**

Actions/Services

PLANNED	ACTUAL
Provide high quality breakfast, lunch, and snack for students.	Due to the high cost of hiring a food service manager, meals were purchased from the neighboring district. By providing nutritious meals and snacks, the school is a closed campus for lunch and maintains the students in school all day. The meals are provided family style, which contributes to the positive rapport with the staff and students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$3,776 LCFF & Supplemental/Concentration Object Code: 4300 Budget Goal: 3504	$2,923.77

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 **10**

Actions/Services

PLANNED	ACTUAL
Conduct Student Study Team Meetings, Individual Education Plan, and 504 meetings as required.	Student Study Team meetings took place per teacher/parent recommendation and IEP meetings took place with students/parents/guardians. IEPs have taken place for all Special Education students. One on one meetings take place with a counselor to customize a career/college plan for each student. 504 meetings did not take place due to not having a need. The small student enrollment affords the teachers the opportunity to be proactive and provide targeted individualized instruction for all students on a continuous basis. Parent/guardian/teacher/student conferences take place twice a year. Probation is included when necessary. Conferences were very successful due to students engaged in their academic planning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in actions/services #8. The planned action was accomplished.

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 **11**

Actions/Services	PLANNED Provide state mandated assessments.	ACTUAL The SBAC and Physical Education Tests took place in the spring.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #8.	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #8. The planned action was accomplished.

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 **12**

Actions/Services	PLANNED Provide home visits and/or make continuous phone calls to obtain oral survey feedback from parents/guardians/students.	ACTUAL Home visits and phone calls were made to ensure home/school communication is ongoing. Stakeholder meetings take place with students and parents to obtain feedback on the goals, actions/services, and overall satisfaction of services. Surveys help answer questions the school may have about the student, make decisions with the assistance of objective information, and build trusting relationships.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #8.	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #8. The planned action was accomplished.

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 initial hiring of the teacher was difficult due to the school year starting and most teachers seeking full time employment had already been hired by other districts. Having substitute teachers for the first month of the start of the school year, affected the instructional consistency. Once a permanent teacher was hired, students benefited from quality instruction, an increase in positive school climate, and the implementation of the actions/services. Most of the actions/services were ongoing and became permanent practice as we have experienced success with them in the past year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Data are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The California Dashboard does not provide students' academic information for alternative education. One student was concurrently enrolled in the community college, six students successfully graduated, and two are pending based on summer school completion. The community school had 27 students enrolled. Although our student population is significantly small, it serves as an opportunity to provide customized instruction to each individual student. This allows for continuous one on one meetings with each students and constant communication with parents/ guardians and/or probation officer. The effectiveness of the actions/services are due to the ongoing communication and positive relationship building with students, parents/guardians, districts, and community partners. Weekly Friday Night Live classes and the implementation of Moral Reconation Therapy (MRT) made a significant difference in the student's social emotional outlook. The bi-weekly student meetings were instrumental in ensuring students took responsibility for their learning and behaviors. The extended school day was very much appreciated by the parents/guardians, districts, and probation. 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. The extended school day was linked to the students' perceptions of their school as a supportive environment, which in turn led to students' motivation and academic confidence.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 1 - There was no additional cost for this action due to the cost included in the teacher's salary. If the student chose to obtain support during the evening, the cost for this service was included in the teacher's salary as well. Action 5 –There was an unanticipated cost to purchase the MRT student textbooks. Action 6- There was no cost as the curriculum was purchased the previous school year. Action 8- A paraprofessional was not hired due to the low student enrollment. Therefore, there was no cost for this action/service. Due to the principal retiring, the community school teacher was assigned to teacher/principal on March 1, 2017 and having a combined position was possible. The cost for the administrator was not originally included in the action. Action 10- The community school was invoiced for special education services. This expenditure was initially not anticipated and the costs associated were not in the original budget.
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.	Action 4- Include additional language to include COE liaison. Included in action/service 4 in Goal 1. Action 5- Include MRT curriculum. Included in action/service 5 in Goal 1. Action 6- Revise to include access to "standards aligned instructional materials". Included in action/service 6 in Goal 1. Action 7- Include the process/planning. Included in action/service 7 in Goal 1. Action 8- Revised to include a FT teacher and paraprofessional. Included in action/service 8 in Goal 1. Action 10- Budget will be included as special education students are one of the subgroups with a higher expulsion rate. Included in action/service 9 in Goal 1. Action 11- Combined in action/service 8 in Goal 1. Action 12: Revised to include language on promoting parental participation. Included in action/service 10 in Goal 1.

<table>
<tr><td>**Goal 2**</td><td>Provide current and relevant professional learning that supports effective instructional practices in all curricular areas including effective student engagement.</td></tr>
</table>

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. By June 30, 2017, 100% of county Special Education teachers will participate in the district offered professional learning as measured by agendas and sign in sheets.
2. By June 30, 2017, newly hired teachers in the Community School will have the necessary credentials; including obtaining certification in Cross-cultural Language and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE) as measured by CTC documentation.
3. By June 30, 2017, the county office administrative team will implement Professional Learning Communities in 50% of the divisions of the county office as measured by agendas and sign in sheets.
4. By June 30, 2017, the county office will maintain the LCAP committee made up of parents who represent the community and student population including parents of unduplicated pupils and students with exceptional needs in the county as measured by calendar of meetings, agendas, and sign in sheets.
5. On an ongoing basis, the county office will have a series of professional learning opportunities for local and neighboring districts, parents, staff, and community partners based on trends, need, and availability.

ACTUAL

1. 100% of County Special Education teachers participated in the Buy Back Days with their General Education counterparts. Professional collaboration is critical to student success.
2. The community school teacher has a K-12 life credential in English and Government, CLAD, SC1 Clear Administrative Credential, and is HQ English and Social Science. He meets all the requirements of a highly qualified teacher.
3. The county office management team participated in monthly Professional Learning Community (PLC) meetings. The management team extends the PLCs to their departments to include reviewing the CCOE Mission, Norms, Vision, and Values for each department. The purpose for the implementation of the PLCs is to work collaboratively to improve department processes that improve the academic performance of students and other educational settings. There are five departments in the county office, three have established PLCs. The other two departments are in the implementation year.
4. An LCAP committee comprised of students, parents, probation, social services, behavioral health, and other community partners was established in 2016-17 and maintained this year. LCAP Committee meetings took place on 9/8/2016, 1/26/2017, and 5/11/2017
5. The county office partnered with neighboring county offices to offer professional learning opportunities for local and neighboring districts in the following areas:

- Instruction:
  - Next Generation Science Standards
  - English Language Arts/English Language Development (ELA/ELD)
  - English Language Proficiency Assessments for California (ELPAC)
  - Multi Teared Systems of Supports (MTSS)
  - CTE
  - Literacy in Science
  - Bridges Out of Poverty: Strategies for Professionals and Communities
  - Student Study Team
  - California Assessment of Student Performance and Progress (CAASPP)
  - Federal Program Monitoring (FPM)
  - Migrant Education
- Prevention Services
  - Foster and Homeless Liaison Trainings
  - Foster Youth Education Summit
  - California Association of Supervisors of Child Welfare and Attendance
  - Youth Mental Health Training
  - Students Working Against Tobacco (SWAT)
  - Stress Management
  - Suicide Prevention
- Parent Education
  - ELAC/DELAC
- LCAP
  - North Central Counties Early Adopter Professional Learning Network
- One on one support was provided for districts upon request in the above-mentioned areas of professional learning support.

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	ACTUAL
Actions/Services	County Special Education teachers will continue participating in district offered staff development.	All county Special Education teachers participated in district offered staff development during the district buyback days.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost. Cost reflected in salaries.	No additional cost. Cost reflected in salaries.

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 2

	PLANNED	ACTUAL
Actions/Services	New community school teachers will be trained on SBAC assessment process by the administration.	The community school teacher participated in SBAC online webinars along with training from the administration.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$100 LCFF & Supplemental/Concentration Object Code: 1110 Budget Code: 3505	No additional cost. Cost reflected in salaries.

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 3

	PLANNED	ACTUAL
Actions/Services	Implementation of PLCs in the county divisions.	Management participated in a series of PLC meetings. Departments participated in writing: norms, vision, and review of the COE mission statement.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost. Cost reflected in salaries.	No additional cost. Cost reflected in salaries.

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 **4**

	PLANNED	ACTUAL
Actions/Services	Active LCAP Committee	An LCAP committee comprised of students, parents, probation, social services, behavioral health, and other community partners was established in 2016-17 and maintained this year. LCAP Committee meetings took place on 9/8/2016, 1/26/2017, and 5/11/2017.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$100 LCFF & Supplemental/Concentration Object Code: 4300	$153.49

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 **5**

	PLANNED	ACTUAL
Actions/Services	The county office will continue to provide professional learning opportunities to county and neighboring districts in areas of interest to support student learning and instruction (i.e. CCSS, NGSS, ELD, Parent Education, SST, Early Literacy, etc...)	The county office partners with neighboring county offices to offer professional learning opportunities for local and neighboring districts in the following areas: • Next Generation Science Standards (NGSS) • English Language Arts/English Language Development (ELA/ELD) • English Language Proficiency Assessments for California (ELPAC) • English Learner Advisory Committee/District English Learner Advisory Committee (ELAC/DELAC) • Foster and Homeless Liaison Trainings • Foster Youth Education Summit

	- California Association of Supervisors of Child Welfare and Attendance - Early Literacy - Migrant Education - Federal Program Monitoring (FPM) - Student Study Team (SST) - Multi Teared Systems of Supports (MTSS) - Students Working Against Tobacco (SWAT) - Youth Mental Health Training - California Assessment of Student Performance and Progress (CAASPP) - North Central Counties Early Adopter Professional Learning Network (NCCEAPLN) - Bridges Out of Poverty: Strategies for Professionals and Communities - Suicide Prevention - Career Technical Education (CTE) - Literacy in Science - Stress Management - One on one technical assistance provided to districts upon request.
Expenditures	**BUDGETED** $5,000 LCFF & Supplemental/Concentration Object Code: 5800 Budget Goal: 3506	**ESTIMATED ACTUAL** No expenditure. The county office partnered with neighboring county offices to offer professional learning opportunities for local and neighboring districts.

[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 **6**

	PLANNED	ACTUAL
Actions/Services	Continue to analyze student performance data, implement monitoring instrument to track student achievement data and support data decision-making practices.	Community school teacher analyzes student performance data and modifies instruction based on the analysis. The low student enrollment in each grade level and due to confidentiality issues, student performance data is not shared publicly.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost. Cost reflected in salaries.	No additional cost. Cost reflected in salaries.

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 **7**

	PLANNED	ACTUAL
Actions/Services	Community school teachers fully credentialed in necessary areas of instruction.	The community school teacher has a K-12 life credential in English and Government, CLAD, SC1 Clear Administrative Credential, and is HQ English and Social Science. He meets all the requirements of a highly qualified teacher.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost. Cost reflected in salaries.	No additional cost. Cost reflected in salaries.

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 2 were implemented and completed successfully. The initial hiring of the teacher was a challenge due to limited applicants; however, a highly qualified teacher was successfully hired by September 2016. Most of the actions/services were ongoing and became permanent practice as we have experienced success in the past year. The implementation of the PLCs is an ongoing practice as not all departments have fully implemented PLCs. Due to the increased services in the county office and limited personnel, the capacity of the county office was limited in providing direct professional learning opportunities; therefore, 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 LCAP teams. This partnership brought together the strength and expertise of four county offices.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Due to the continued partnerships with neighboring county offices, professional learning opportunities were increased. The continued professional learning opportunities provided continuing education for career-minded personnel to refine their skills and become more effective in their practice. Ongoing professional learning ensures teachers are up to date on new research, curriculum practices, and technology, as well as provide the best learning outcomes for students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 2- There was no cost due to the teacher being trained by the administrator and no cost webcasts. Action 5- There was no cost due to the county office partnering with neighboring county offices to offer professional learning opportunities for local and neighboring districts.
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.	Due to redundancy between Goal 1 and Goal 2, consolidate/eliminate the following EAMOs and actions/services. Eliminate EAMO 2: Included in action/service 8 in Goal 1. Eliminate EAMO 4: Included in action/service 18 in Goal 1. Combine Action/Services 2 and 5: Included in action/service 4 in Goal 2. Eliminate Action/Service 4: Included in action/service 18 in Goal 1. Eliminate Action/Service 6: Included in action/service 15 in Goal 1.

Goal 3	Establish a high quality Independent Study/Home School that provides a voluntary supportive environment and meets individual student needs in all areas of core classes for a short term, long term, or full time basis.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. By July 1, 2016, hire a qualified teacher as measured by Williams Survey.
2. By July 31, 2016, purchase instructional materials as measured by Williams Survey.
3. By July 31, 2016, provide curriculum training to the staff as measured by sign in sheets and agendas.
4. Obtain a Facilities Inspection Tool (FIT) ratings of good or better as measured by Williams Survey.
5. By August 1, 2016, establish baseline of Common Core State Standards implementation as measured by pacing guide.
6. Establish local benchmark assessments in the 2016-17 school year as measured by completion of assessments.
7. Increase the EL Reclassification rate by one student based on EL student attendance (EL reclassification rate will be adjusted based on EL student attendance for the 2016-17 benchmark year).
8. Establish California Assessment of Student Performance and Progress (CAASPP) baseline for 2016-17 school year as measured by planning baseline tool.
9. API suspended therefore does not apply.
10. On an ongoing basis, provide academic access and support for all students; foster, homeless, special education, English Learners, migrant including unduplicated pupils and students with exceptional needs with state performance standards, access to A-G courses, Career and Technical Education (CTE), ELD, New Generation Science Standards (NGSS), Early Assessment Program (EAP), AP exams, EL re-

ACTUAL

1. Due to the low enrollment, the independent study/home school teacher doubles up as the community school teacher. The teacher was hired later in the school year (September 2016), due to lack of qualified applicants then promoted to teacher/principal on March 1, 2017 to provide administrative oversite.
2. Instructional materials were purchased the prior year; therefore, there was no cost this year.
3. The community school teacher was provided curriculum online training in September 2016. Follow up training/support was provided when needed.
4. The county office received an overall score of "exemplary" on the FIT report.
5. PEAK provides pacing guides for each student. The online curriculum differentiates based on language use, special education requirements, credit recovery, and core curriculum.
6. PEAK provides formative and summative benchmark assessments.
7. One English Learner was enrolled and did not reclassify.
8. Student performance data will not be available during the 2016-17 school year; however, the baseline will be available at the beginning of the 2017-18 school year.
9. API is an obsolete measure.
10. Instructional support and access to the core curriculum, CTE, and

designation, credit accrual, and other rigorous curriculum as measured by core academic pacing guides, bi-weekly Professional Learning Communities meetings to review student data, student course schedules, and Individual Learning Plan for each student.

credit accrual was provided to all students; including unduplicated pupils and students with exceptional needs. One EL student was provided with ELD support. A-G, Advanced Placement (AP), and Early Assessment Program (EAP) were available to all qualified students however, these are not applicable metrics for community school students due to high transiency, exceptional credit deficiency, lack of consistent assessments, and partial credit accrual. No students qualified for EAP and AP. One EL student was enrolled and credit accrual was the majority of the student work. Instructional support and access to the core curriculum was provided to all students; including unduplicated pupils and students with exceptional needs. Quarterly meetings between the teacher and administration took place to discuss the academic success of each student. We are currently in the process of applying for WASC accreditation to enhance our program.

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	ACTUAL
Actions/Services	Hire appropriately credentials teacher to support instruction and foster student success.	Due to low enrollment, the community school teacher is also the independent study/home school teacher. The teacher was hired later in the school year (September 2016), due to lack of qualified applicants. The teacher was promoted to teacher/principal on March 1, 2017 to provide administrative oversite and compliance.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$51,465 LCFF & Supplemental/Concentration Object Code: 1110 Budget Goal: 3501	$20,830

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 **2**

Actions/Services	PLANNED Purchase curriculum aligned to Common Core State Standards	ACTUAL PEAK curriculum are appropriately aligned to the latest state and national standards, including the Common Core State Standards.
Expenditures	BUDGETED $3,000 LCFF & Supplemental/Concentration Object Code: 4300 Budget Code: 3103	ESTIMATED ACTUAL No additional cost. Curriculum purchased the prior year.

[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 **3**

Actions/Services	PLANNED Provide Professional Development: Curriculum Math ELA/ELD Technology State Assessments	ACTUAL Professional development was provided to the teacher in the following areas: PEAK online curriculum (ELA, Math, Science, Social Science, Health, Visual & Performing Arts, Foreign Language) including assessments and individual plans for students.
Expenditures	BUDGETED $1,000 LCFF & Supplemental/Concentration Object Code: 5800 &1110 Budget Code:3106	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

[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 **4**

Actions/Services	PLANNED Facilities Inspection Tool (FIT) ratings of good or better.	ACTUAL The county office received an overall score of "exemplary" on the FIT report.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #1.	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

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 **5**

Actions/Services	PLANNED Create and follow an Individual Learning Plan (ILP) for each general education student and an Individual Education Plan (IEP) for special education students.	ACTUAL Upon enrollment and/or when transcripts are acquired, each student is provided with an ILP to ensure customized instruction is provided for successful integration into the program and a smooth transition back to their school. If a student has an IEP, communication takes place with special education staff to ensure the students' needs are monitored and addressed in a timely manner.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #1.	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

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 **6**

Actions/Services	PLANNED Establish baseline performance data using local and state metrics.	ACTUAL PEAK provides formative and summative benchmark assessments.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #1.	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

[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 **7**

Actions/Services	PLANNED Support students in meeting academic goals while working independently and providing direct instruction and academic counseling for individual student success.	ACTUAL Ongoing student/teacher/parent meetings are possible due to the small number of student enrollment. The student's academic plan plays a major role in ensuring the individual support is being provided through tutoring or direct instruction.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #1	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

[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 **8**

Actions/Services	PLANNED Support/train parents/guardians in playing an active role in their child's educational success.	ACTUAL Parents/guardians are encouraged to participate in their child's education. Ongoing communication takes place throughout the week to ensure students are being supported. They are also invited to participate in the LCAP Committee meetings. Conferences and surveys are provided to the parents/guardians.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #1.	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

[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 **9**

Actions/Services	PLANNED Provide intervention to students who are struggling by providing on-site tutoring assistance, small group direct instruction, one on one support, differentiated materials aligned to the CCSS, counseling, parent/guardian/teacher meetings, etc...	ACTUAL Based on the academic needs of the students, more than one day of class time may be assigned. If the parents/guardians agree, some students would attend twice a week or more to ensure they receive additional support. The students are invited to participate in Friday Night Live, are provided transportation passes, and meals. Official academic conferences take place with the student/parent/guardians.
Expenditures	BUDGETED $1,000 LCFF & Supplemental/Concentration Object Code: 1110 Budget Code: 3107	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

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 **10**

Actions/Services	PLANNED Regularly scheduled weekly student meetings with teacher to provide instruction, support, review student progress, provide assignments, and ensure attendance is continuous.	ACTUAL Based on the students' academic needs, they meet with the teacher one to three times per week to ensure they are on track and support is provided to them.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #1.	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

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 **11**

Actions/Services	PLANNED Implement a system to evaluate student performance data to modify instruction if necessary and provide timely student interventions.	ACTUAL The PEAK online curriculum allows for modification of courses with content and assessments to differentiate instruction.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #1.	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

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 **12**

Actions/Services	PLANNED Provide a successful and smooth transition back to the student's home school.	ACTUAL Student transition/academic meetings take place with school counselors/principals to ensure students are academically prepared to return to their home school if they desire. The goal is to ensure credits are not lost and the transition does not interrupt their education.
Expenditures	BUDGETED No additional cost. Cost reflected in Actions/ Services #1.	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

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 **13**

Actions/Services	PLANNED Provide state mandated assessments.	ACTUAL California English Language Development Test (CELDT) took place in the fall. The Smarter Balance Assessment Consortium (SBAC) and Physical Education Tests took place in the spring.
Expenditures	BUDGETED $500 LCFF & Supplemental/Concentration Object Code: 4300	ESTIMATED ACTUAL No additional cost. Cost reflected in Actions/ Services #1.

	Budget Code: 3108	

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 **14**

Actions/Services	**PLANNED** Provide a positive and caring school climate for all students.	**ACTUAL** The personnel foster and promote a positive school climate for all students by building rapport with the students. The curriculum allows for student success, and academic issues are addressed in a timely manner, eliminating frustrations. Students are valued and play a major role in planning their success. The goal is to engage students to focus on learning and future academic plans.
Expenditures	**BUDGETED** No additional cost. Cost reflected in Actions/ Services #1.	**ESTIMATED ACTUAL** No additional cost. Cost reflected in Actions/ Services #1.

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 **15**

Actions/Services	**PLANNED** Provide 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.	**ACTUAL** Students are encouraged to enroll at the local community college. The PEAK online curriculum allows the students to log in at anytime and anywhere they can access internet. A hybrid program is available that allows for both online and textbook instruction.
Expenditures	**BUDGETED** $1,000 LCFF & Supplemental/Concentration Object Code: 5800 Budget Code: 3109	**ESTIMATED ACTUAL** No additional cost. Cost reflected in Actions/ Services #2.

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

16

	PLANNED	ACTUAL
Actions/Services	Survey parents and students for program effectiveness and school climate.	Parents and students were provided an anonymous voluntary survey to complete. All students and parents completed the surveys.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost. Cost reflected in Actions/ Services #1.	No additional cost. Cost reflected in Actions/ Services #1.

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.	Goal 3 actions/services were generally implemented as planned. The only major challenge was the initial hiring of the teacher who doubles up as the community school teacher. Having substitute teachers for the first month of the start of the school year affected the instructional consistency. Once a permanent teacher was hired, students benefited from quality instruction and the implementation of the actions/services. Most of the actions/services were ongoing and became permanent practice as we have experienced success with them in the past year. This was a new goal this year and has proven to be quite popular with the community. Parents are very pleased to know there is a quality alternative for their children.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Data are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The California Dashboard does not provide students' academic information for alternative education. Goal 3 including the actions/services were very effective. The local districts appreciated having an educational alternative for parents. Because AB-1806, which exempts homeless pupils from completing graduation requirements in excess of the state graduation requirements if they transfer after the 2nd year of high school, and requires the LEA to award partial or full credit for courses completed at the pupil's previous schools. There were eleven students enrolled, four were identified McKinney Vento and graduated. The flexibility for each student to attend more than the required time for independent study to obtain additional academic support was a step in the right direction. The majority of students who enrolled in the independent study program were credit deficient and/or over eighteen years old. For those students who chose to participate all day, no cost transportation and meals were provided.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action/Service 1: Increased expenditures due to promoting the teacher to teacher/principal on March 1, 2017. Action/Service 2: There was no cost as the curriculum was purchased the prior year. Action/Service 13: There was no cost for state assessments. The cost was reflected in the teacher's salary. Action/Service 15: There was no cost to this action. PEAK online offered all necessary courses for students. Although the students were offered the option of obtaining concurrent enrollment in a community college, the majority of the students needed to refine their academic skills before enrolling into a college course.
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.	Because the community school teacher double up as the independent study teacher, the majority of the EAMOs and Actions/Services are parallel in Goals 1 and 3. Based on stakeholder feedback, it was recommended to merge Goals 1 and 3 thus eliminating Goal 3 and streamlining the LCAP. The objective is not to eliminate EAMOs or actions/services, but rather to refine and enrich them. According to EC Section 51748: Every student engaged in independent study must be enrolled in a specified school of a school district or county office of education. Based on the identified facts and stakeholder feedback, Goals 1 and 3 will be merged and Goal 1 for 2017-18 will be written. The EAMOs and actions/services from Goal 3 will be found in Goal 1.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 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 emailed to 226+ CCOE staff (administrators, certificated, and classified) and 69+ community organizations and members which included: local district staff, probation, law enforcement, Behavioral Health, Department of Health and Human Services, libraries, One Stop, Colusa Tribal Nation, Migrant Education, and Colusa Judges. They were also invited to 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. For those parents/guardians who did not attend the meetings, follow up took place in September 2016, January 2017, and May 2017 to review the LCAP goals, Expected Annual Measurable Outcomes, Actions/Services, and obtain input for the 2017-18 LCAP. Formal face-to-face Parent/Guardian/Teacher conferences for all students enrolled in the community school took place on 11/8/2016 and 5/4/2017 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 online and paper surveys (English/Spanish).

Students: Due to the low student enrollment, bi-weekly face-to-face meetings are a common practice and encouraged. Meetings took place from September 2016 through May 2017. Students were encouraged to complete a voluntary/anonymous survey. Students had an opportunity to provide feedback on goals and actions/services.

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 monthly newsletters. Staff were encouraged to complete an online survey.

Local Bargaining Units: Meeting to review goals, actions/services and opportunity for feedback 5/12/17**.** Recommendations from the first meeting with the unit was sufficed 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 2017-18 LCAP. The committee met on 9/8/2016, 1/262017, and 5/11/2017. The three

meetings were announced on the CCOE website in late August 2016, agenda/flyer posted at the county office three days prior to the meeting, and the Support Services monthly newsletter emailed to all CCOE staff, districts, and the community at large the first of every month.

Foster Youth 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. 8/18/16, 10/25/2016, 2/24/2017

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. 7/13/16, 8/10/16, 9/14/16, 10/12/16, 11/9/16, 12/4/16, 1/11/17, 2/8/17, 3/13/17, 4/12/17, 5/10/17.

District Board Meetings: LCAP Goals, Expected Annual Measurable Outcomes, Actions/Services, Budget, and Stakeholder input. Colusa Unified School District- 11/8/2016, Maxwell Unified School District- 11/9/2017, Pierce Joint Unified School District

District Meetings: District personnel were emailed the monthly newsletter with information on student services as well as LCAP monthly updates. Individual district meetings took place as well as updating on LCAP goals, expected annual measurable outcomes, actions/services, budget, and feedback. Colusa Unified School District -8/12/2016, 11/7/2016, 11/8/2016, 1/13/2017, 2/2/2017, 2/11/2017, 2/16/2017; Maxwell Unified School District-8/19/2016, 11/7/2016, 11/9/2016, 11/10/2016, 12/7/2016, 2/11/2017; Pierce Joint Unified School District-10/26/2016, 11/7/2016, 11/17/2016, 2/11/2017; Williams Unified School District-8/5/2016, 8/9/2016, 8/17/2016, 8/29/2016, 11/7/2016, 12/8/2016, 12/9/2016, 12/13/2016, 12/14/2016, 2/1/2017, 2/11/2017

Superintendents Council: The council provides a venue to improve educational practices and LCAP updates. 11/29/2016, 1/31/2027, 4/26/2017

Colusa Unified School District (District English Learner Advisory Committee President): Update on LCAP process, local and state priorities, annual updates 1/24/2017

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: 8/25/2016, 8/30/2016, 9/2/2016, 9/26/2016, 9/27/2016, 10/25/2016, 11/17/2016, 1/13/2017, 1/18/2017, 2/6/2017, 2/10/2017, 2/14/2017

Community Based Organizations: LCFF/LCAP process, LCAP Goals, Expected Annual Measurable Outcomes, Actions/Services, Budget, and opportunity for Stakeholder input.
CAL FIRE, Williams, Maxwell, Meridian Fire Departments: 10/4/2016, 11/1/2016, 12/15/2016, 3/31/2017
California Human Development: 3/8/2017, 3/22/17, 4/11/2017
Colusa Behavioral Health: 1/12/2017, 3/8/2017
Colusa County Board of Supervisors: 12/13/2016
Colusa County Crime Task Force: 3/16/2017
Colusa County Tobacco Coalition: Comprised of various agencies: Department of Health and Human Services, CCOE, First 5, Williams Police Department, One Stop, CPS, Williams Family Action Center: 9/26/2016, 10/14/2016, 2/27/2017, 5/22/2017
Colusa One Stop: 8/12/2016, 10/6/2016, 1/26/2017, 4/11/2017
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: 8/9/2017, 9/16/2016, 10/14/2017, 11/4/2017, 1/13/2017, 2/17/2017, 3/24/2017, 4/7/2017

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. 8/18/2016, 11/7/2016
Department of Health & Human Services: Foster Youth Services: 8/26/2016, 11/1/2016, 12/12/2016, 2/16/2017
Hand in Hand: 9/20/2016, 11/1/2016, 4/3/2017

Interagency Meeting; Comprised of various agencies: Woodland Community College, Colusa One Stop, Department of Health & Human Services, CalWORKs, Child Protective Services, Children Services. 9/23/2016, 10/28/2016, 11/18/2016

MHSA/Cultural Competency Advisory Committee: Behavioral Health: 7/11/2016, 8/17/2016, 1/11/2017
Migrant Education: 8/12/2016,9/12/2016, 10/27/2016, 11/16/2016, 2/16/2017, 4/7/2017, 4/24/2017
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. 7/20/2016, 8/17/2016, 10/19/2016, 11/16/2016, 2/15/2017, 3/30/2017, 4/19/2017
Rotary Presentation: 7/5/2016
Tobacco Use Prevention Education (TUPE): Pierce Joint Unified School District: 8/1/2016; Williams Unified School District: 9/19/2016, Colusa Unified School District; 10/4/2016, Maxwell Unified School District: 10/11/2026, 3/17/2017
Williams City Council: 3/3/2017
Williams Migrant Housing: 4/7/2017, 4/24/2017
Woodland Community College: 2/1/2017

Online Survey: Opened from 4/11/2017 until 5/31/17 to parents, students, all 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 6/13/2017.
Board Approval: LCAP final adoption by the Governing Board on 6/14/2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

The county office programs have grown tremendously over the last couple of years and throughout the engagement process, it was apparent that stakeholders were supportive of the goals, expected annual measurable outcomes, actions/services outlined in the LCAP. The stakeholders pointed out that equally implementing all ten LCAP priorities was important in ensuring academic and socio-emotional success for all students. Through collaborative discussions, the stakeholders learned how different aspects of education align to the ten State Priority Areas, which subgroups are priority for increased or improved services and how state funding is allocated for base, supplemental, and concentrated services. The ten State Priority Areas were utilized as a guideline to recommend which current services should be improved or increased. The voices of students, parents, employees, and community members are reflected throughout the LCAP and represents our county office's commitment to provide every stakeholder with a voice that supports learning for every student in our county.
The outcomes of the stakeholder's meetings provided the following recommendations/comments:
Feedback from stakeholders affirmed existing goals, actions/services, and provided the following:

> ➢ Combine Goal 1 and Goal 3, as the independent study program is under the umbrella of the S. William Abel Community School. The same teacher provides instruction to both the community school and independent study students. Recommended to merge Goals 1 and 3 without eliminating the expected annual measurable outcomes and actions/services specific to each group of students.
> ➢ Continue implementing all ten LCAP priorities with equal importance.
> ➢ Prompted the administration to apply for WASC accreditation for the community school as well as the adult education programs currently in place

- ➢ Importance of providing bi-weekly student reports to probation.
- ➢ Increase parent education opportunities to promote student success: parenting skills, nutrition, home safety, communication, HiSET, ESL, citizenship, Plazas Comunitarias, Adult Career classes, ballet folklorico, and suicide prevention awareness to parents.
- ➢ Provide childcare during evening adult education classes.
- ➢ Promote student fieldtrips (i.e. career fairs).
- ➢ Continue to provide transportation and meals to all students.
- ➢ Implement NGSS professional development for teachers.
- ➢ Continue collaboration with neighboring county offices to promote/provide professional development.
- ➢ Continue participating in the Early Adopter Professional Learning Network consortia to provide LCAP support to district LCAP teams.

Feedback and recommendation from the community school parents/guardians and student meetings, participation in LCAP committee and surveys indicate a high satisfaction rate with the actions/services provided.

- ➢ Continue positive school climate, customized learning, and one on one support for each student.
- ➢ Continue providing transportation and meals to all students to increase attendance regardless of their economic background.
- ➢ Continue small student/teacher ratio to promote student engagement, rigor, and positive school climate.
- ➢ Continue parent/guardian involvement.
- ➢ Promote extracurricular activities (fieldtrips)
- ➢ Continue ongoing, timely, communication between school/home.
- ➢ Increase one on one counseling for students.
- ➢ Provide translation in other languages besides Spanish/English (Tagalog).

The LCAP online survey was an open invitation to provide online feedback and dialogue. The respondents were parents/guardians, teachers, classified staff, administrators, and community members. In summary, the top three priories selected by the groups were Priorities 7, 1, and 5 in that order. The following summary comments/recommendations were included in the online survey.

- ➢ Provide education/training and increased communication for law-enforcement entities on comprehensive high school enrollment and placement of students.
- ➢ Focus on individual student achievement.
- ➢ Provide student and teacher incentives.
- ➢ Promote parent engagement in all aspects to promote school ownership and student success.
- ➢ Hire teachers who are motivated to teach and provide administrative support to them.
- ➢ Concern with the longevity of common core.
- ➢ Realignment of academic capacity and increased rigor for student's success.
- ➢ Positive school climate, zero tolerance of bullying/gangs, and equitable treatment of students with well-defined school rules and follow through.
- ➢ Student tutoring programs.
- ➢ Regular teacher evaluations to determine proper grade placement.
- ➢ Increased ESL for parents.
- ➢ Immersion programs for students/parents
- ➢ Collaborate with community organizations to provide school counseling and extracurricular programs for foster students.

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.

☒ New	☐ Modified	☐ Unchanged

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 ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☒ 9 ☒ 10

LOCAL _____

Identified Need

The California Dashboard indicates one district has six out of six student groups in red, a second district has two student groups in red and one in orange, and the third district shows four student groups in orange. When students are expelled, they may experience a sense of loss and failure. Long-term suspensions and expulsions without the provision of quality educational programs create the very conditions that lead students to drop out, have poor attendance, low academic performance, repeat a grade, and lack of confidence. There is a need to have a quality alternative education program that provides academic and social emotional support to short and long-term expelled youth to maintain them engaged in their education.

Students may become discouraged in their schools and this may lead them to give up on learning and eventually drop out of school. Providing an individualized approach through independent study ensures students have a secure learning experience free from negative distractions and social pressures. Due to economic need and/or childcare, some students require a flexible schedule. There is an additional need to provide the tools, structure, and necessary supports for successful academic performance in order to have a meaningful impact on student's academic performance.

Alternative education programs are designed to provide opportunities by appealing to the student's individual needs and overcome the challenges that face students today.

EXPECTED ANNUAL MEASURABLE OUTCOMES   (Please see appendix pages 8 & 9 for Local Priorities)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Properly Credentialed Teachers with no miss-assignments (Annual Williams Data)	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 and have no teacher miss-assignments.	Maintain CCOE will maintain fully credentialed teachers and have no teacher miss-assignments.
1B. Student access to standards based instructional materials (Annual Williams Report)	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 properly maintained in "good" or "exemplary" 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" or "exemplary" repair.	Maintain All sites are in "good" or "exemplary" repair.
2A. State standards fully Implemented as verified by data collected (Routine classroom walkthroughs)	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. English Learners will receive designated and integrated ELD support aligned to the ELD/ELA standards (Routine classroom walkthroughs)	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. Teacher will provide ELD instruction.	Maintain 100% of curriculum will align designated and integrated ELD in all subject areas. Teacher will provide ELD instruction.
3A, B, C: Facilitate parent involvement through multiple opportunities including parents of unduplicated pupils and individuals with exceptional needs (agendas/sign in sheets)	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	Maintain Continue administering statewide	Maintain Continue administering statewide	Maintain Continue administering statewide

	the CELDT. Six students took the CAASPP. There were not enough participants to generate composite CAASPP scores.	assessments. As student population increases, data will be included as appropriate. Students will have measurable improvements.	assessments. As student population increases, data will be included as appropriate. Students will have measurable improvements.	assessments. As student population increases, data will be included as appropriate. Students will have measurable improvements.
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 (CELDT)	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.	Continue to provide ELD instruction to English learner students with the goal of increasing English proficiency.
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. Due to the low EL student enrollment and high transiency rate, one EL is projected to redesignate.	Continue to provide ELD instruction to English learners to strengthen English fluency. Due to the low EL student enrollment and high transiency rate, one EL is projected to redesignate.
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 partial credit. Zero students took 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.	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.
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 85%	As of May 2017, the attendance rate was at 82%. 2015-16 attendance rate was 79%.	Increase attendance rate to 85%	Maintain attendance rate at 85%	Maintain attendance rate at 85%

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 were enrolled.	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.
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 77%	Increase graduation rate by 82%
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.	93% student satisfaction with the instruction, encouragement, and motivation received. 76% student connectedness to school. Continue to administer surveys and make necessary improvements to improve school climate based on the findings.	98% student satisfaction with the instruction, encouragement, and motivation received. 81% student connectedness to school. Continue to administer surveys and make necessary improvements to improve school climate based on the findings.
6C. Number of parents participating in committees and completing surveys	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	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	100% seek parental input. 85% participation in school programs. 100% safety at school. 87% 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	100% seek parental input. 90% participation in school programs. 100% safety at school. 92% 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

	rigor.	promote program improvement.	promote program improvement.	promote program improvement.
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.	As staff increases, continue PLC collaborative meetings to obtain feedback provide a framework to build capacity and focus on improving student learning.	As staff increases, continue PLC collaborative meetings to obtain feedback provide a framework to build capacity and focus on improving student learning.
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	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.
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	Goal is to complete a CTE course sequence	Goal is to complete a CTE course sequence
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 school placement, and immediate delivery of educational services	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	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	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

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	LCFF S&C	Source	LCFF S&C	Source	LCFF S&C
Budget Reference	RS 0401 OB 5800 GL 3103 TY 0001	Budget Reference	RS 0401 OB 5800 GL 3103 TY 0001	Budget Reference	RS 0401 OB 5800 GL 3103 TY 0001

Action   **2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide AVID strategies in existing classes.	Maintain AVID strategies in existing classes.	Maintain AVID strategies in existing classes.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	0	Amount	0	Amount	0
Source	No additional cost. Cost reflected in Actions/ Services #8.	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **3**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)] _____</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools: _____ ☐ Specific Grade spans: _____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide   ☐ Schoolwide   **OR**   ☒ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☒ Specific Schools: S. William Community School   ☐ Specific Grade spans: _____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain Designated and Integrated ELD	Maintain Designated and Integrated ELD	Maintain Designated and Integrated ELD

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	No additional cost. Cost reflected in Actions/ Services #8. LCFF Base.	Source		Source	

Budget Reference	Salary and Benefits	Budget Reference		Budget Reference	

Action 4

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

Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools: ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	Maintain a Foster and Homeless Liaison in each district including the county office to provide on-site support and coordinate services to foster youth students.	Maintain a Foster and Homeless Liaison in each district including the county office to provide on-site support and coordinate services to foster youth students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$8,000	Amount	$8,000	Amount	$8,000
Source	FOSTER YOUTH GRANT	Source	FOSTER YOUTH GRANT	Source	FOSTER YOUTH GRANT

Budget Reference	RS 7366 OB 5800 GL 4901	Budget Reference	RS 7366 OB 5800 GL 4901	Budget Reference	RS 7366 OB 5800 GL 4901

Action **5**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 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.

BUDGETED EXPENDITURES

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

Budget Reference		Budget Reference		Budget Reference	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
100% of students, including unduplicated pupils and students with exceptional needs will have access to standards-aligned instructional materials.	Maintain 100% of students, including unduplicated pupils and students with exceptional needs will have access to standards-aligned instructional materials.	Maintain 100% of students, including unduplicated pupils and students with exceptional needs will have access to standards-aligned instructional materials.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	No additional cost. Curriculum already in place.	Source		Source	

Budget Reference		Budget Reference		Budget Reference	

Action   7

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	Maintain process for students' transition back to their home school by meeting with district school administration to ensure alignment of instruction to meet all academic requirements.	Maintain process for students' transition back to their home school by meeting with district school administration to ensure alignment of instruction to meet all academic requirements. requirements.

BUDGETED EXPENDITURES

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

Budget Reference		Budget Reference		Budget Reference	

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Basic Educational and operation expenditures including but not limited to staffing, supplies, services, and other expenditures.	Maintain Basic Educational and operation expenditures including but not limited to staffing, supplies, services, and other expenditures.	Maintain Basic Educational and operation expenditures including but not limited to staffing, supplies, services, and other expenditures.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$91,563	Amount	$91,563	Amount	$91,563
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	RS 0401 & 0420 OB 1110 GL 3500,3100 Highly qualified instructor to meet the academic needs of all students.	Budget Reference	RS 0401 & 0420 OB 1110 GL 3500,3100 Highly qualified instructor to meet the academic needs of all students.	Budget Reference	RS 0401 & 0420 OB 1110 GL 3500,3100 Highly qualified instructor to meet the academic needs of all students.
Amount	$6,500	Amount	$6,500	Amount	$6,500
Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT
Budget Reference	RS 1400 OB 5800 GL 3100 Provide academic and behavioral interventions and involve parents in the education process (MTSS).	Budget Reference	RS 1400 OB 5800 GL 3100	Budget Reference	RS 1400 OB 5800 GL 3100
Amount	$17,000	Amount	$17,000	Amount	$17,000
Source	LCFF S&C / EPA	Source	LCFF S&C / EPA	Source	LCFF S&C / EPA
Budget Reference	RS 0420 OB 5800 GL 3500 TY 0001 RS 1400 OB 5800 GL 3500 TY 0000 Provide a safe, clean environment for learning. All facilities and grounds will be maintained in good or exemplary repair.	Budget Reference	RS 0420 OB 5800 GL 3500 TY 0001 RS 1400 OB 5800 GL 3500 TY 0000	Budget Reference	RS 0420 OB 5800 GL 3500 TY 0001 RS 1400 OB 5800 GL 3500 TY 0000
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	LCFF S&C	Source	LCFF S&C	Source	LCFF S&C

Budget Reference	RS 0420 OB 5800 GL 3507 TY 0001 Provide reliable safe home to school transportation for all students.	Budget Reference	RS 0420 OB 5800 GL 3507 TY 0001	Budget Reference	RS 0420 OB 5800 GL 3507 TY 0001
Amount	$19,000	Amount	$19,000	Amount	$19,000
Source	LCFF S&C	Source	LCFF S&C	Source	LCFF S&C
Budget Reference	RS 0420 OB 4300 GL 3504 TY 0001 Provide a nutritious breakfast, lunch, and snack for students.	Budget Reference	RS 0420 OB 4300 GL 3504 TY 0001	Budget Reference	RS 0420 OB 4300 GL 3504 TY 0001
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT
Budget Reference	RS 1400 OB 4300 GL 3100 Materials required to achieve and maintain academic goals.	Budget Reference	RS 1400 OB 4300 GL 3100	Budget Reference	RS 1400 OB 4300 GL 3100
Amount	$1,400	Amount	$1,400	Amount	$1,400
Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT
Budget Reference	RS 1400 OB 4300/5200/5800 GL 3100 Services required to achieve and maintain academic goals. (i.e. state mandated assessments, student	Budget Reference	RS 1400 OB 4300/5200/5800 GL 3100	Budget Reference	RS 1400 OB 4300/5200/5800 GL 3100

incentives, fieldtrips)		

Action 9

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain Student Study Team Meetings, Individual Education Plan, Individual Learning Plan, and 504 meetings as required.	Maintain Student Study Team Meetings, Individual Education Plan, Individual Learning Plan, and 504 meetings as required.	Maintain Student Study Team Meetings, Individual Education Plan, Individual Learning Plan, and 504 meetings as required.

BUDGETED EXPENDITURES

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

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Promote/support parent/guardian participation through increased communication, invitations to school committees, community, parent, and school events.	Maintain parent/guardian participation through increased communication, invitations to school committees, community, parent, and school events.	Maintain parent/guardian participation through increased communication, invitations to school committees, community, parent, and school events.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$200	Amount	$200	Amount	$200
Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT
Budget Reference	RS 1400 OB 4300 GL 3100	Budget Reference	RS 1400 OB 4300 GL 3100	Budget Reference	RS 1400 OB 4300 GL 3100

Action   **11**

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

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
As student population grows, establish baseline performance data using local and state metrics.	As student population allows, maintain baseline performance data using local and state metrics.	As student population allows, maintain baseline performance data using local and state metrics.

[BUDGETED EXPENDITURES](#)

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

Action   **12**

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

Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] _Independent Study/Home School Students
Location(s)	☐ All schools ☒ Specific Schools: S. William Community School ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Support independent study/home school students in meeting academic goals while working independently and providing direct instruction and academic counseling for individual student success.	Maintain independent study/home school students in meeting academic goals while working independently and providing direct instruction and academic counseling for individual student success.	Maintain independent study/home school students in meeting academic goals while working independently and providing direct instruction and academic counseling for individual student success.

BUDGETED EXPENDITURES

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

Action   **13**

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

Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] _Independent Study/Home School Students
Location(s)	☐ All schools ☒ Specific Schools: S. William Community School ☐ Specific Grade spans: _____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

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

Action   **14**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

<div align="center"><strong style="color:purple">OR</div>

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Facilities Inspection Tool (FIT) ratings of good or better	Facilities Inspection Tool (FIT) ratings of good or better	Facilities Inspection Tool (FIT) ratings of good or better

BUDGETED EXPENDITURES

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

Action   **15**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
[Location(s)](#)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain a system to evaluate student performance data to modify instruction, provide timely student interventions, and support data decision-making practices.	Maintain a system to evaluate student performance data to modify instruction, provide timely student interventions, and support data decision-making practices.	Maintain a system to evaluate student performance data to modify instruction, provide timely student interventions, and support data decision-making practices.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT
Budget Reference	RS 1400 OB 4300 GL 3100	Budget Reference	RS 1400 OB 4300 GL 3100	Budget Reference	RS 1400 OB 4300 GL 3100

Action **16**

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

[Students to be Served](#)	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Independent Study/Home School Students
[Location(s)](#)	☐ All schools ☒ Specific Schools: S. William Abel Community School _____ ☐ Specific Grade spans:

OR

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

[Students to be Served](#)	☐ English Learners	☐ Foster Youth	☐ Low Income
[Scope of Services](#)	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	LCFF S&C	Source	LCFF S&C	Source	LCFF S&C
Budget Reference	RS 0401 OB 5800 GL 3109 TY 0001	Budget Reference	RS 0401 OB 5800 GL 3109 TY 0001	Budget Reference	RS 0401 OB 5800 GL 3109 TY 0001

Action **17**

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

[Students to be Served](#)	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
[Students to be Served](#)	☐ English Learners	☐ Foster Youth	☐ Low Income
[Scope of Services](#)	☐ LEA-wide Group(s)	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student
[Location(s)](#)	☐ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Survey parents, students, and the community for program effectiveness and school climate.	Continue to survey parents, students, and the community for program effectiveness and school climate.	Continue to survey parents, students, and the community for program effectiveness and school climate.

[BUDGETED EXPENDITURES](#)

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

Action   **18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
[Students to be Served](#)	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)] _____
[Location(s)](#)	☒ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide Group(s)	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student
Location(s)	☐ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain quarterly LCAP Committee meetings.	Maintain quarterly LCAP Committee meetings.	Maintain quarterly LCAP Committee meetings.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$300	Amount	$300	Amount	$300
Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT
Budget Reference	RS 1400 OB 4300 GL 3100	Budget Reference	RS 1400 OB 4300 GL 3100	Budget Reference	RS 1400 OB 4300 GL 3100

Action **19**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

OR

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

	Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
	Scope of Services	☐ LEA-wide Group(s)	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student
	Location(s)	☐ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide continuous communication/collaboration with other county agencies to improve attendance, emotional health, social adjustment, successful reintegration to regular school for all students, including unduplicated pupils and students with exceptional needs.	Maintain continuous communication/collaboration with other county agencies to improve attendance, emotional health, social adjustment, successful reintegration to regular school for all students, including unduplicated pupils and students with exceptional needs.	Maintain continuous communication/collaboration with other county agencies to improve attendance, emotional health, social adjustment, successful reintegration to regular school for all students, including unduplicated pupils and students with exceptional needs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT
Budget Reference	RS 1400 OB 5200 GL 3100	Budget Reference	RS 1400 OB 5200 GL 3100	Budget Reference	RS 1400 OB 5200 GL 3100

Action **20**

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

	Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)] _____

	Location(s)	☒ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue process of obtaining WASC accreditation for the community school and the Adult Education School.	Prepare for preliminary visit for WASC accreditation for the community school and the Adult Education School.	Systematic improvement and renewal for WASC accreditation for the community school and the Adult Education School.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$500	Amount	$500	Amount	$500
Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT
Budget Reference	RS 1400 OB 5200/5800 GL 3100 Community School	Budget Reference	RS 1400 OB 5200/5800 GL 3100	Budget Reference	RS 1400 OB 5200/5800 GL 3100

2017-18		**2018-19**		**2019-20**	
Amount	$500	Amount	$500	Amount	$500
Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT

| Budget Reference | RS 1400 OB 5200/5800 GL 4110 Adult Education | Budget Reference | RS 1400 OB 5200/5800 GL 4110 | Budget Reference | RS 1400 OB 5200/5800 GL 4110 |

☐ New   ☐ Modified   ☒ Unchanged

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 ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

District and schools are forever addressing the demands of reducing the achievement gap, adopting evidence-based practices, meeting adequate yearly progress goals, managing the requirements of second-language, special-needs students, and a vast amount of various levels of learning. Remaining current on the increasing amount of pedagogical and content area research is critical to the success of the students. The cycle of continuous improvement requires districts to have the knowledge, skills, and expertise to improve educational results and sustain improvement over time. Educators must keep abreast of the important advances that are occurring in education; therefore, high-quality professional development is essential to district personnel. Parent education plays a significant role in the success of students. Children of parents who participate in their child's education are more likely to complete high school. Parents, who are more involved, are more likely to assist their children with homework and increase their attendance in school functions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Properly Credentialed Teachers TCIP (teacher credential report)	93% TCIP participants in year two cohort completed. 100% TCIP participants in year one cohort completed.	Maintain 93% TCIP participants in year two cohort completed. 100% TCIP participants in year one cohort completed.	100% TCIP participants in year two cohort completed. 100% TCIP participants in year one cohort completed.	100% TCIP participants in year two cohort completed. 100% TCIP participants in year one cohort completed.
3A, B, C. Provide parent education workshops in identified areas of need to parents including parents of unduplicated pupil and individuals with special needs	Two parent education workshops were provided to all parents including parents of unduplicated pupil and individuals with special needs.	Provide three parent education workshops based on parent survey results to all parents including parents of unduplicated pupil and individuals with special needs.	Provide four parent education workshops based on parent survey results to all parents including parents of unduplicated pupil and individuals with special needs.	Provide five parent education workshops based on parent survey results to all parents including parents of unduplicated pupil and individuals with special needs.
Implementation of department PLCs	60% of county departments implemented PLCs	Maintain 60% of county departments implementing PLCs	80% of county departments will implement PLCs	Maintain 80% of county departments implementing PLCs
Provide professional learning opportunities to county and district personnel	Professional development opportunities included: NGSS, ELD/ELA, MTSS, ELPAC, CTE, SST, CAASPP, FPM, MEP, Foster, SWAT, suicide prevention, ELAC/DELAC, LCAP	Maintain the series of professional learning opportunities. A NGSS series of trainings will begin in September 2017 based on 96% interest on survey results.	Maintain the series of professional learning opportunities based on survey results.	Maintain the series of professional learning opportunities

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All schools	☐ Specific Schools: _____		☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain county special education teachers continue participation in district offered general education, staff development opportunities.	Maintain county special education teachers continue participating in district offered general education, staff development opportunities.	Maintain county special education teachers continue participating in district offered general education, staff development opportunities.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	0	Amount	0	Amount	0
Source	No additional cost. Cost reflected in salaries.	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	

	Location(s)	☐ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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. Through an MOU with a neighboring COE at no cost.	Maintain 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.	Maintain 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.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	0	Amount	0	Amount	0
Source	No additional cost. Non-financial MOU in place with a neighboring county office.	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

| | Location(s) | ☐ All schools | ☐ Specific Schools: _____ | ☐ Specific Grade spans: _____ |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain implementation of PLCs in the county departments	Maintain implementation of PLCs in the county departments	Maintain implementation of PLCs in the county departments

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	0	Amount	0	Amount	0
Source	No additional cost. Cost reflected in salaries.	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s) ☒ All schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain professional learning opportunities to county and neighboring district, including parents and law enforcement, based on trends, need, and availability to support student learning and instruction.	Maintain professional learning opportunities to county and neighboring district, including parents, based on trends, need, and availability to support student learning and instruction.	Maintain professional learning opportunities to county and neighboring district, including parents, based on trends, need, and availability to support student learning and instruction.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$6,000	Amount	$6,000	Amount	$6,000
Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT	Source	EDUCATION PROTECTION ACCOUNT
Budget Reference	RS 1400 OB 4300/5800 GL 3100/3500 (NGSS)	Budget Reference	RS 1400 OB 4300/5800 GL 3100/3500	Budget Reference	RS 1400 OB 4300/5800 GL 3100/3500

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

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

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).

2017-18
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
2016-17
The proportionality percentage for enrichment opportunities and interventions for low income, foster youth, and English Learner (EL) students will be reflected in the services provided for these unique learners. This is a high mobile population and 100% are low income. The increased and improved services will be implemented county wide. The expenditures will be focused on:
- Implementation of an independent study/homeschool for K-12 students.
- Professional learning for personnel specific to the needs of these unique learners.
- Parent education to promote strategies on how parents can support their students both academically and emotionally.
- Full implementation of ELD for English learners to engage students in rigorous, academic, language-based activities across the content.
- Full implementation/training on positive behavior interventions.
- Identify foster youth in grade 7-12 and develop an Individual Learning Plan including AB167. The services will include, but not be limited to the foster youth, counselor, social worker, and foster parent. Complete educational goals and plans for each student. Early and intense intervention and case management services. Resources to transition safely into their communities. Life skills, including job training, and needs-based case management to assist in the transition from foster care to adulthood.
- Implement blended learning, increased instructional time, and personalized approaches for all students.

Provide academic core access and support for low income, foster, homeless, special education, English Learners, migrant students including unduplicated pupils and students with exceptional needs.
2015-16
The proportionality percentage for enrichment opportunities and interventions for low income, foster youth, and English Learner (EL) students will be reflected in the services provided for these unique learners. The expenditures will be focused on:
- Professional learning for personnel specific to the needs of these unique learners.
- Parent education to promote strategies on how parents can support their students both academically and emotionally.
- Full implementation of ELD for English learners to engage students in rigorous, academic, language-based activities across the content.
- Full implementation/training of PBIS.
- Identify foster youth in grade 7-12 and develop an Individual Learning Plan. The services will include, but not be limited to the foster youth, counselor, social worker, and foster parent. Complete educational goals and plans for each student. Early and intense intervention and case management services. Resources to transition safely into their communities. Life skills, including job training, and needs-based case management to assist in the transition from foster care to adulthood.

- Implement blended learning, increased instructional time, and personalized approaches for all students.

Local Control and Accountability Plan and Annual Update Template Instructions

[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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 LCFF Evaluation Rubrics, 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 contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, 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 indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 selecting "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.

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 scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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 mark "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 selecting "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:**
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
> - Check "Modified" 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.
> - Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 Academic Performance Index;
  C. 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;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. 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. S 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (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).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "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).

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

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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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