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: 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.

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2017-20 Plan Summary

The Story

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

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

The Colusa County Office of Education provides a full range of educational services to meet the needs of students. In 2014, the community school was closed and reopened in August 2015 with an extremely small number of students. The current community school, S. William Abel Community School, has been in session for three years and improvements have slowly been taking place on a yearly basis to ensure the students are provided a well-rounded education. We are currently seeking WASC accreditation and have a planned visit in the fall. The community school is situated in Williams and provides alternative learning opportunities for students in grades 7th – 12th who are expelled, have a court ordered placement, or are enrolled as a parent choice. The school also provides independent study/home school for students in grades 7-12. There were 33 students enrolled in grades 5th – 12th, including McKinney Vento students that were overage. The student population encompasses a variety of subgroups (foster, McKinney Vento, English Learner, probation, economically disadvantaged, special education, credit-deficient, and various ethnicities). The student transient rate has slowly diminished and enrollment has increased. 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. Partnerships with the LEAs, child welfare,

parent/guardians, Behavioral Health, and probation is ongoing to ensure students benefit from any resources available to them. An Individual Learning Plan (ILP), customized education, and ongoing student meetings are provided for every student to ensure success in meeting their specific needs. A blended learning curriculum; textbook, Odysseyware, and/or hybrid program allows the students to be engaged as it utilizes a plethora of various material types: video, audio, and visually enhanced presentations more easily understood by all types of learners. College visitations and concurrent enrollment in the community college are some of the benefits the students can access. Free meals and transportation continue to be provided to all students.

LCAP Highlights

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

This year's LCAP features:

•Continue 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 instructional change to add new CCSS aligned curriculum; EdMentum.

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

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

•All other existing Actions/Services remain in place.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the 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 open enrollment and having less than ten students in each grade level, data is not made public for individual grade levels to protect student privacy. There are no viable cohorts due to a transient population and short-term placement. Cohort data is difficult to generate with a limited student population.

•Due to our high student transiency rate, our graduation rate is not calculated as a cohort. However, out of twelve, 12th graders and one 11th grader (McKinney Vento), six students have graduated, two are pending graduation, and three have moved to other schools/programs.

•Three students were concurrently enrollment in college.

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

- •Including students in hiring committee and incorporating monthly student stakeholder meetings directed by students to promote leadership skills and empowerment.

- •Hiring of a PT counselor to provide one-on-one sessions with students.

- •Generating a student led yearbook that includes a school mascot.

- •Providing students with opportunities such as field trips as a key component for school instruction, broaden their educational experience, and make a subject more relevant.

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.

- •WASC accreditation

- •Strengthen the business CTE pathways alignment.

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

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

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

- •Strengthen our School Site Council and English Learner Advisory Council.

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

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.

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.

Increased or Improved services

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. The community school students will benefit from the WASC accreditation, due to the many needs that are currently being identified through analyzing the current plan we have in place. The site visits will serve to strengthen our current programs.

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	$ 10,538,039
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 182,934

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.

Colusa County Office of Education offers many programs and services beyond the goals and actions described in the LCAP. LCFF Funding for the 2018-19 year is expected to be $2,027,165 of which $177,758 is student driven and $92,975 is transferred to Special Education for transportation.

Special Education makes up 71.9% of the General Fund expenditures; Education Services 6.4%; Administrative Services 20%; County Community School 1.7%.
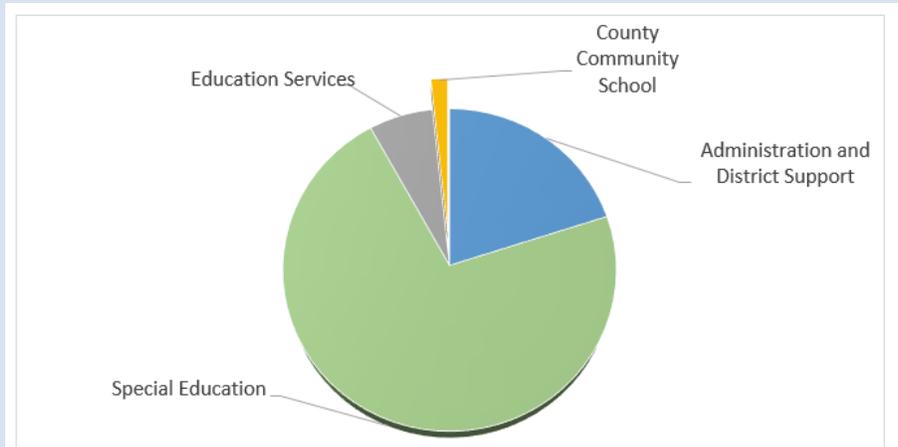
DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

$ 2,027,165

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
1A. Properly Credentialed Teachers with no miss-assignments (Annual Williams Data)	2017-18 data shows the teacher to be fully credentialed. There were no teacher miss-assignments this year.
1B. Student access to standards based instructional materials (Annual Williams Report)	All students have access to standards based instructional materials.
1C. Facilities are properly maintained in "good" or "exemplary" repair (Annual FIT Report)	All facilities are in "good" repair according to the FIT report.
2A. State standards fully Implemented as verified by data collected (Routine classroom walkthroughs)	100% of courses are aligned to the state standards.

Expected	Actual
2B. English Learners received designated and integrated ELD support aligned to the ELD/ELA standards (Routine classroom walk through)	100% of curriculum is aligned to designated and integrated ELD in all subject areas. Teacher provided 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)	Parents were provided multiple opportunities to become involved. Two teacher conferences took place as well as multiple on the spot face to face and/or phone conferences. Parents were invited and encouraged to attend the LCAP committee meetings and completed a pre/post survey.
4A. Statewide Assessments	Students were administered the Physical Fitness, ELPAC, CAST, and CAASP tests.
API	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. Five students were on track to meet A-G. An academic plan was generated for all students that included projected graduation.
4D. Increase English learner progress toward English proficiency (ELPAC)	Due to the transition from the CELDT to the ELPAC, student results will be forthcoming. EL students were provided ELD instruction to increase their English proficiency.
4E. Percent of students reclassified to Fluent English Proficient	One student was reclassified based on a previous district reclassification data.
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. No students took AP exams. An individual academic plan was provided for each student which included a projected graduation date.

Expected	Actual
4G. Percent of students participated & demonstrated college preparedness in Early Assessment Programs	The teacher continued 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 2018, the attendance rate was at 72.06% as compared to 71.62% for the 2016-17 there was an error in last year's calculation (82%). There was a very slight increase of .44% this year.
5B. Decrease the chronic absenteeism rate by 3%	As of May 2018, 48% of students had chronic absenteeism as compared to 2016-17 chronic absenteeism rate at 62%. There was a 14% decline.
5C. Middle school dropout rate.	There was a zero-dropout rate for middle school students. One middle school student left our school and enrolled back into his home district.
5D. High school dropout rate.	High school student attendance was monitored closely and all students were provided with transportation and ongoing counseling to increase attendance. An academic plan was developed for each student to ensure a graduation goal was included and a plan to meet the goals was in place. Due to our clientele, enrollment and disenrollment fluctuates continuously. As of May 2018, three 12th graders disenrolled from our community school. Four students will enroll as 5th year seniors to earn the credits for graduation.
5E. High school graduation rate.	Twelve non-cohort seniors were enrolled throughout the school year; 5 of 12 students graduated (42%). One additional student graduated as McKinney Vento. A total of 6 students graduated in 2017-18 as compared to 6 in 2016-17.
6A. Reduce the number of students who are suspended annually.	There was one suspension. The student was readmitted with a successful behavior plan.

Expected	Actual
6B. Pupil expulsion rate	Student expulsion rate was zero.
6C. Student surveys on safety and school connectedness	Pre- Survey: 87% and Post Survey: 91% indicate student satisfaction with instruction, encouragement, motivation, and connectedness to school.
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 a pre and post paper pencil and/or online surveys. Four parents participated in the pre-survey as compared to fifteen in the post survey. One survey was incomplete. Fourteen parents participated in the LCAP Committee.
6C. Teacher surveys-school safety and school connectedness	PLC/MTSS collaborative meetings took place to obtain feedback and provide a framework to build capacity and focus on improving student learning, school safety, and school connectedness. The teacher provided positive results through PLC/MTSS ongoing meetings.
7A. All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220	100% of students had access to a broad course of study via the curriculum utilized for instruction.
8. Pupil Outcomes. Percent of students participating in a CTE course	A CTE Business course sequence is in the implementation stages.
9. Coordination of services for expelled students	Services for expelled students are ongoing with school districts, juvenile court system, behavioral health, adult education, Woodland Community College, and special education to implement a student transition plan, ILP, IEP, and/or 504. The Expelled Student Plan was updated and submitted to the district boards for approval in May followed by CCOE board approval in June.

Expected	Actual
10.Coordination of services for foster youth	The Foster Youth Executive Advisory Council quarterly meetings includes Child Welfare, Juvenile Probation, Behavioral Health, LEAs, Law Enforcement, Migrant Education, One Stop, Child Abuse Prevention Council, Friday Night Live, Independent Living Program, First 5, and the county Foster Youth Coordinator 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.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain additional math, English, and other core subject support, during school, and/or an extended school day through on-site tutoring, credit recovery classes not available in the school (paper pencil and/or online) small group direct instruction, one on one support, differentiated materials, counseling, and parent/guardian/teacher meetings.	The community school was not in session in July, however, summer school was in session in July and credit recovery classes were offered to the community school students. Ten students enrolled in credit recovery summer school classes, but only five students attended. When school resumed in August, the teacher provided after school math and English tutoring daily for those students who needed additional support. This provided for additional targeted instruction for all students. IEPs took place for special education students to ensure their plan was being implemented successfully. Weekly counseling services were provided by a licensed therapist from Colusa Behavioral Health. Credit	$1,000	No additional cost. Cost reflected in Actions/ Services #8. The extended school day was within the scope of the teacher work day. The planned action was accomplished.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	recovery was provided through Odysseyware online curriculum and students had the ability of log in from home. Laptops and hot spots were provided for those students who did not have internet at home. The curriculum includes high-quality, standards-based online courses that are UC/CSU A-G compliant for middle school and high school students. The courses are flexible and meet the students' specific requirements. Courses were modified with content and assessments to differentiate instruction based upon student needs: EL, Special Education, Credit Recovery, etc. Parent/guardian meetings take place on an ongoing basis with parents.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide AVID strategies in existing classes.	AVID strategies were provided by the teacher to all students in all subject areas. The community school teacher incorporated a variety of AVID skills in the lesson to enhance learning and were adapted to all subject areas: 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.	0 No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8. AVID instruction was within the scope of the teacher work day. The planned action was accomplished.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Designated and Integrated ELD	Integrated ELD strategies were provided through sheltered instruction. Designated ELD was provided to students as well. Odysseyware has an integrated ELD component in the curriculum for additional support.	0 No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8. ELD instruction was within the scope of the teacher work day. The planned action was accomplished.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	District Liaisons were identified in each of the four the districts and assigned the responsibility of providing support for foster students. District liaison meetings took place to provide trainings on 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. If district liaisons were unable to attend the trainings, follow-up calls/meetings took place to bring them up to speed. Meeting minutes were disseminated as well. All four district liaisons are included in the Foster Youth Executive Advisory Council meetings.	$8,000	No additional cost. Districts received funding to support foster students. The planned action was accomplished.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	A meeting with Behavioral health took place at the beginning of the school year to discuss the Moral Reconation Therapy (MRT) and Friday Night Live (FNL) services provided for community school students. The team determined that MRT would not take place this school year as the students required a more strategic manner of providing services. A decision to provide one on one counseling for each student was decided instead. A follow up meeting with Behavioral Health took place to finalize the FNL schedule, curriculum, and student participation. The students participated in opportunities for community engagement, leadership and advocacy, and build caring and meaningful relationships with peers and adults.	0 No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost absorbed by Behavioral Health. The planned action was accomplished.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of students, including unduplicated pupils and students with exceptional needs will have access to standards-aligned instructional materials.	The summer program provided core classes that were standards-aligned utilizing AVENTA as the online curriculum. Odysseyware curriculum was provided through a consortium with Sutter COE at no cost to our county office. The online curriculum is standards based, CTE, and ELD aligned.	0 No additional cost. Curriculum already in place.	No additional cost. Curriculum was provided through a county consortium. The planned action was accomplished.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will be assisted in making a smooth transition back to their home school by meeting with district school administration to ensure alignment of instruction to meet all academic requirements.	Meetings and communication with district administrators as well as probation was ongoing to ensure students have a seamless and successful transition back to their school.	0 No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in Actions/ Services #8. Collaboration took place within the scope of the teacher work day. The planned action was accomplished.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Basic Educational and operation expenditures including but not limited to staffing, supplies, services, and other expenditures.	1. A fully credentialed full-time teacher was hired for the community school. 2. One on one academic support is provided to all students during and after school. Through an MOU with Behavioral Health, a licensed therapist provided weekly one on one sessions with students to ensure their socio-emotional needs were met. Communication with parents/guardians was continuous and they were invited to attend all student meetings and LCAP committee meetings. 3. During the summer, the summer school custodian maintained the classroom and campus clean and safe. During the regular school	1. Highly qualified instructor to meet the academic needs of all students. $91,563 2. Provide academic and behavioral interventions and involve parents in the education process (MTSS). $6,500 3. Provide a safe, clean environment for learning. All facilities and	1. $109,349 2. $ 8,838 3. $ 24,862 4. $ 2,095 5. $ 5,829 6. $ 1,707 7. $ 4,497

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	year, the county office received a rating of "Good" on the FIT. 4. Transportation was provided to all summer school students through Williams Unified at no cost to the county office. For those community school students who did not live in Williams, they were provided public transit passes. During the regular school year, students were provided public transit passes as well. Collaboration with probation to support transportation assistance was established. 5. The CalKidz summer food program sponsored through Butte COE provided free breakfast and lunch during summer school. During the regular school year, all students were provided a no cost breakfast and lunch. 6. There was minimal cost for supplies for online classes. Material and supplies were purchased. 7. ELPAC, Physical Fitness and SBAC tests were administered to the appropriate students. Incentives were given to students to increase attendance, promote positive behavior, with an overall goal of increasing academic achievement. Monthly Student Stakeholder meetings took place to promote leadership skills,	grounds will be maintained in good or exemplary repair. $17,000 4. Provide reliable safe home to school transportation for all students. $3,000 5. Provide a nutritious breakfast, lunch, and snack for students. $19,000 6. Materials required to achieve and maintain academic goals. $2,000 7. Services required to achieve and maintain academic goals. (i.e. state mandated assessments, student incentives, fieldtrips). $1,400	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	teaming, and positive choices. Students are included in the hiring panel to afford them a voice in their education. Students participated in hands on classroom presentations/activities: Peace Pole, CHP, Military, Academic Counseling, photography, beautification project in collaboration with the Colusa Master Gardeners, pumpkin carving competition and judging contest, and BBQs. Students also participated in field trips to the Woodland Community College, Heidrick Agriculture Museum in Woodland, CSU, Sacramento, Sacramento Zoo, and the Sacramento Valley Museum.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Student Study Team Meetings, Individual Education Plan, Individual Learning Plan, and 504 meetings as required.	IEP meetings took place with students/parents/guardians for all Special Education students. Individual Learning Plan meetings take place with the teacher, administrator, and parent/guardians to customize a career/college plan for each student. 504 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	0 No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in actions/services #8. The support meetings were within the scope of the teacher work day. The planned action was accomplished.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students on a continuous basis. Probation is included when necessary.		

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promote/support parent/guardian participation through increased communication, invitations to school committees, community, parent, and school events.	Summer school provided parent education evening workshops as well as an evening cultural "Open House" to share the work the students completed during summer. All parents were invited to the events. During the regular school year, parents were invited to participate in their child's education by attending the one on one student meetings and the LCAP Committee meetings. Parents were encouraged to visit or contact the school staff and/or meet with the teacher and administrator at any time. Formal parent/Teacher/Student conferences were held in September and April. Review of students short and long-term goals were discussed.	$200	Cost reflected in actions/services #18. The planned action was accomplished.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
As student population grows, establish baseline performance data using local and state metrics.	Local metrics were used to place students in credit recovery classes during summer school. Credit recovery success were based on completion of coursework.	0 No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Student assessments were part of the Odysseyware curriculum. The

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	During the regular school year, students were assessed on reading, writing, and math for initial placement as well as transcript review.		planned action was accomplished.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support independent study/home school students in meeting academic goals while working independently and providing direct instruction and academic counseling for individual student success.	Independent study students are encouraged to attend school when they require additional academic support and not only on the days they are assigned to attend. Seven students used the option of attending school twice a week to receive additional academic support. All students are invited to participate in Friday Night Live, are provided transportation passes, and meals if they stay for lunch.	0 No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in actions/services #8. Student academic support was within the scope of the teacher work day. The planned action was accomplished.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain regularly scheduled weekly independent study/home school meetings with the students/parents/guardians/ teacher to provide instruction, support, review student progress, provide assignment, and ensure attendance is continuous.	Independent study students meet with the teacher on a weekly basis to review work completed, provide academic support, and assign new work. Services are provided daily between the hours of 1:30 and 3:30 PM. Students also have the option of dropping in during the day instruction time (8:00 – 1:30) to receive further instruction and support.	0 No additional cost. Cost reflected in Actions/ Services #8.	No additional cost. Cost reflected in actions/services #8. The scheduled meetings were within the scope of the teacher work day. The planned action was accomplished.

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilities Inspection Tool (FIT) ratings of good or better	Inspection of school sites in Deciles 1-3 determined facilities are clean, safe and functional. We utilize the Facility Inspection Tool (FIT) to calculate an overall percentage of "good" for each site, as defined by the CA Education Code 17002(d)(1).	0 No additional cost. Cost reflected in Actions/ Services #8.	Cost reflected in actions/services #8 (3). The planned action was accomplished.

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a system to evaluate student performance data to modify instruction, provide timely student interventions, and support data decision-making practices.	The online curriculum monitors the student's skill level and modify curriculum as necessary. The program provides embedded intervention for students. Teachers provide intervention and reteaching where necessary on a one to one basis regardless if the student is utilizing the online curriculum or textbook instruction.	$1,000	No additional cost. Student assessments were part of the Odysseyware curriculum. The planned action was accomplished.

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain an alternative to offer courses at comprehensive schools, community colleges where dual credit is desired, and/or online learning when not all courses are offered through independent study.	During summer school, three community school students were concurrently enrolled at Woodland Community College at no cost. During the fall, two students were concurrently enrolled at Woodland Community College at no cost.	$1,000	$640

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Survey parents, students, and the community for program effectiveness and school climate.	A parent pre-survey took place in September 2017 and a post-survey in April 2018. The results were the following: Seek Parental Input - Pre: 86%, Post: 75%; Participation in School Programs - Pre: 75%, Post: 77%; Safety - Pre: 100%, Post: 82%; Academics - Pre: 96%, Post: 75% A student pre-survey took place in September 2017 and a post-survey in April 2018. The results were the following: Pre- Survey: 87% and Post Survey: 91% indicate student satisfaction with instruction, encouragement, motivation, and connectedness to school.	0 No additional cost. Cost reflected in Actions/Services #8.	No additional cost. Cost reflected in actions/services #8. The surveys took place within the scope of the teacher work day with no cost for surveys. The planned action was accomplished.

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain quarterly LCAP Committee meetings.	The LCAP Committee meetings took place 10/18/17, 1/17/18, and 5/16/18. Updates on the LCAP Goals and Action/Services were provided as well as requesting input from stakeholders took place.	$300	$62

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide continuous communication/ collaboration with other county agencies to improve attendance, emotional health, social adjustment, successful reintegration to regular school for all students, including unduplicated pupils and students with exceptional needs.	Continuous communication and collaboration with county school district administration, Colusa Behavioral Health, Colusa Department of Social Services, Colusa Public Transit, Colusa One Stop, Friday Night Live, Migrant Education, Special Education, and Colusa Juvenile Probation Department is ongoing throughout the year. A customized learning plan is tailored to each student based on the student's specific academic and socio-emotional needs to ensure appropriate services and interventions are being provided.	$1,000	No additional cost. Cost reflected in actions/services #8. Collaboration with county agencies took place within the scope of the teacher and/or administrative work day. The planned action was accomplished.

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue process of obtaining WASC accreditation for the community school and the Adult Education School.	In August 2017 an application for WASC accreditation was submitted. However, the October visit was postponed due to limited personnel to oversee the accreditation process. WASC accreditation was revisited and the WASC plan will submitted in June with a projected visit by the accreditation team in September 2018 for the community school. The Adult Education WASC visit will be revisited in 2018-19.	$500 Community School $500 Adult Education	$3,880 Community School $730 Adult Education

Analysis

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

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

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

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

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 yet. Five students were concurrently enrolled in the community college, six students successfully graduated, and two are pending graduation based on summer school completion. Although our student population is significantly small and at each grade level, this serves as an opportunity to provide customized instruction to each individual student and continuous one on one meetings with each student and parents/ guardians. The effectiveness of the actions/services are due to the ongoing communication and positive relationship with students, parents/guardians, districts, and community partners. Bi-monthly Friday Night Live classes, weekly one-on-one counseling sessions for all students, monthly student stakeholder meetings, and student involvement in new hire interviews made a significant difference in the student's social emotional attitude. The extended school day was an integral part of student's success. The community school serves the most socioeconomically disadvantaged students, including students that have a high risk of dropping out of school, eligible for free/reduced meals, and have parents who have not completed high school, therefore the rapport built with the students and their families was extremely important in ensuring student success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - If the student chose to obtain support during the afternoon, there was no additional cost for this action due to the cost included in the teacher's salary.

Action 4 – Due to LEAs receiving funds for foster youth, it was not necessary for CCOE to fund these services. Quarterly meetings/trainings took place with the liaisons during their work day.

Action 8 –

(1)   A teacher/principal was hired during the last quarter of the school year, therefore the cost for salaries was projected below the

actual cost.
(2)   Provide academic and behavioral interventions and involve parents in the education process (MTSS). The cost to fund the counselor was below the projected amount; however, it was less costly to sub grant with Behavioral Health than to hire our own counselor.
(3)   Provide a safe, clean environment for learning. All facilities and grounds will be maintained in good or exemplary repair. The cost to pay for the services was below the projected amount. This action/service will be deleted as it is redundant to action/service #14.
(5)   Provide a nutritious breakfast, lunch, and snack for students. The cost to pay for the meals was above the projected amount. We contracted with CCOE Children's Services to prepare the meals which cut the cost significantly.
(7)   Services required to achieve and maintain academic goals. (i.e. state mandated assessments, student incentives, fieldtrips). The cost to pay for the services was below the projected amount based on the results of the SWIFT-FIA self-assessment as a preliminary indication of the MTSS stage of implementation. Fieldtrips, as student incentives were implemented and tied to scheduled educational fieldtrips.

Action 10 – Parent participation was included in action/service 18. Parents were encouraged to attend the LCAP committee meetings and ongoing communication took place throughout the school year.

Action 14 – This cost for maintaining the facility was reflected in actions/services #8 (3).

Action 15 – The online curriculum has imbedded real time student assessments as well as tracking of student progress.

Action 19 – There was no cost for collaborating with the community partners. Meetings with the teacher took place after students were released and meetings with administration took place during the work day.

Action 20 – A consultant was hired to assist in writing the WASC plan and provide guidance in preparation to the WASC visit in the fall.

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 - The action will continue; however, a funding source will not be included. Included in Goal 1, Action 4.

Action 5- Eliminate MRT language in the action, administration and behavioral health staff determined MRT was not the best choice of intervention for the students at the time. Goal 1, Action 5.

Action 8 (3) – Eliminate due to redundancy in Goal 1, Action 14.

Action 11 - Eliminate due to redundancy in Goal 1, Action 15.

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 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: P1, P3,

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
1A. Properly Credentialed Teachers TCIP (teacher credential report)	100% TCIP participants in year one and year two 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	Four parent workshops were provided in the following areas: English Language Development, How to Communicate with your Children, and Importance of Education.
Implementation of department PLCs	100% of all departments have implemented PLCs.
Provide professional learning opportunities to county and district personnel	Professional learning opportunities took place throughout the school year: • Professional Learning Network in collaboration with Yolo and Yuba COEs: The focus is to provide training to LEAs in the three county consortia on building collaboration,

Expected	Actual
	capacity, and support continuous improvement across the LCFF state priorities.
	• Second Step training to integrate social-emotional learning into the classrooms and schoolwide to decrease problem behaviors and promote school success, self-regulation, and a sense of safety and support.
	• Next Generation Science Standards on the Three-Dimensional structure of the standards, how the standards were developed, how they differ from the previous 1997 Standards, and how to apply them in the classroom with respect to connections with the Common Core State Standards.
	• Implementation of Designated and Integrated ELD: content and academic language instruction and English language proficiency.
	• Multi-Tiered System of Supports Framework and LCAP alignment to assist LEAs to organize resources through alignment of academic standards and behavioral expectations.
	• Community Pro Suites Software management and reporting system for adult education.
	• County Math and Science Community of Practice
	• Migrant Education program as it pertains to migrant students and parents.
	• Parent Officer Committee roles and responsibilities
	• Active Assailant training to identify suspicious activities and behaviors.
	• Foster Youth District Liaison trainings on the responsibilities and knowledge of AB 854, AB 167/216, referrals to services, expedite enrollment in appropriate school permanent placements, provide guidance and support to foster youth students; including transportation.

Expected	Actual
	In addition to the trainings mentioned above, it is an ongoing goal to continue to train school clerical personnel to properly code and report foster youth into the data system utilized by the LEA in a timely manner. • Footsteps2Brilliance curriculum enhancement, parent and community collaboration • Community of Practice: Math and Science • Learning Genie, Desired Results Developmental Profile, Active Safety and Supervision training for preschool teachers • Trauma Informed Practices: Self-Regulations, Science of the Brain, and Adverse Childhood Experiences. • Knowledge Net: online technology related professional development classes.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain county special education teachers continue participation in district offered general education, staff development opportunities.	All county Special Education teachers participated in district offered staff development during the district buyback days.	No additional cost. Cost reflected in salaries.	No additional cost. Cost reflected in salaries. PD took place within the scope of the teacher work day. The planned action was accomplished.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide induction training for all beginning teachers that fulfill professional clear credential requirements for multiple and single subject, education specialist, and career technical education credential holders. Through an MOU with a neighboring COE at no cost.	Four special education teachers participated in the induction program.	No additional cost. Non-financial MOU in place with a neighboring county office.	There was a cost for four mentors at $4,080.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain implementation of PLCs in the county departments	The county departments continue to meet on a regular basis and implement the PLC model to ensure the focus is on learning.	No additional cost. Cost reflected in salaries.	No additional cost. Cost reflected in salaries. PLCs took place within the scope of the employees work day. The planned action was accomplished.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Professional learning opportunities were provided throughout the year and in collaboration with neighboring county offices and districts.	$6,000	$779

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 implementation of the PLCs is an ongoing practice at the county office. 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 through a consortium with Yolo and Yuba COEs. This partnership brought together the strength and expertise of the three county offices.

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

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 – Four teacher mentors were assigned to work with beginning teachers to support them in the induction program and ease the transition for them to thrive.

Action 4- The county office partnered with neighboring districts to promote professional learning which resulted in minimal cost.

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.

Eliminate Expected Annual Measurable Outcomes #2 and #3. Parent education workshops are already included in Goal 1, Action 10 and PLCs have become an integral part of our culture and the goal has been met.

Stakeholder Engagement

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 224+ 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 attend the LCAP committee meetings. LCAP updates were posted in the monthly newsletters and emailed to the above-mentioned county staff and community members and organizations. Due to having less than ten students in each grade level, data was not presented to stakeholders to protect student privacy, nor was it reflected in the California Dashboard.

Parents/Guardians: All parents/guardians were invited to participate in the LCAP committee evening meetings. Every student was provided with a flyer to take home as a reminder for their parent/guardian as well as a personal invitation to them. Formal face-to-face Parent/Guardian/Teacher conferences for all students enrolled in the community school took place on 9/8/2017 and 4/27/18 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: Meetings took place from September 2017 through May 2018. Monthly student stakeholder meetings were held which included LCAP discussions. Students were encouraged to complete a voluntary/anonymous survey. Students had an opportunity to provide feedback on goals and actions/services. Beginning in October 2017, monthly student stakeholder meetings were implemented to provide students with a "voice", develop leadership and soft skills and learn to work as a team.

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

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

Certificated and Classified Local Bargaining Units: Meeting to review goals, actions/services and opportunity for feedback 5/10/18. Recommendations from the first meeting with the units was sufficient input for the impact on LCAP.

LCAP Committee: CCOE continued the LCAP Committee comprised of parents, students, staff, and the community to review the LCAP goals, expected annual measurable outcomes, actions/services, budget, and provide input for the 2017-18 LCAP. The committee met on 10/24/17, 1/17/18, and 5/16/18. The three meetings were posted on the CCOE website in July 2017, agenda/flyer posted at the county office three days prior to the meeting, and the Educational Services newsletter emailed to all CCOE staff, districts, and the community.

Foster Youth Executive Advisory Committee: Comprised of various agencies: Department of Health & Human Services, Colusa Behavioral Health, Colusa Advocates for Parents and Children, Colusa Sheriff, Colusa Probation, Williams Police Department, District Liaisons, district administrators. Provided update on goals and actions/services on 9/26/17, 3/7/18.

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. 7/12/17, 8/9/17, 9/13/17, 10/11/17, 11/8/17, 12/13/17, 1/10/18, 2/14/18, 3/14/18, 4/11/18, 5/9/18.

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

Superintendents Council: The council provides a venue to improve educational practices and LCAP updates. 9/26/17, 11/8/17, 2/28/18, 3/27/18, 4/25/18, and the last meeting for the year will take place on 5/29/18.

Colusa Unified School District (District English Learner Advisory Committee President): Connecting ELD to the district LCAP 12/19/17.

Williams Unified School District: Aligning LCAP to MTSS 9/14/17.

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: 9/8/17

Community Based Organizations: LCFF/LCAP process, LCAP Goals, Expected Annual Measurable Outcomes, Actions/Services, Budget, and opportunity for Stakeholder input.

CAL FIRE, Williams Fire Departments: 9/29/17
Colusa Behavioral Health: 8/3/17, 11/2/18, 3/8/18
Colusa County Board of Supervisors: 11/15/17
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: 10/26/17, 11/28/17, 1/18/18
Colusa One Stop: 9/20/17
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: 11/9/17
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. 2/21/18
Department of Health & Human Services: Foster Youth Services: 10/16/2017, 11/7/2017, 12/6/2017, 3/7/2018, and the last meeting for
the fiscal year will be 6/6/2018.
Hand in Hand: 1/16/2018
Interagency Meeting; Comprised of various agencies: Woodland Community College, Colusa One Stop, Department of Health &
Human Services, CalWORKs, Child Protective Services, Children Services. 10/27/17
Migrant Education: 10/2/17, 1/16/18, 1/29/18, 2/6/18
Multi-Discipline Team: Comprised of various agencies: Health and Human Services, Colusa Behavioral Health, Colusa County Jail,
Sheriff's Department, Colusa Probation, District Attorney's Office, Police Department, School Counselors, and CCOE. 11/15/17,
1/17/18
Upward Bound: 11/29/17
Woodland Community College: 3/26/18
Online Survey: Opened from July 2017 to May 31, 2018 to parents, students, COE personnel, and the Colusa County community. The
online survey consisted of soliciting feedback on each of the ten LCAP priorities including recommendations on each.
Public Hearing: The LCAP was posted on the District Website (http://www.ccoe.net/) for public view prior to the Public Meeting on
5/30/18.
Board Approval: LCAP final adoption by the Governing Board on 5/31/18.

Impact on LCAP and Annual Update

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

The county office continues to provide various educational opportunities and programs to the community, throughout the engagement
process, the stakeholders continued to support the goals, expected annual measurable outcomes, and actions/services outlined in the

LCAP. 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:

Continue the process of accrediting the community school as well as adult education.

Build Project Based learning opportunities for students of all ages.

Build career pathways for students and enhance adult education courses to benefit community school students as well as adult learners.

Continue ongoing collaboration with probation department.

Provide childcare during evening adult education classes.

Provide Trauma Training in Spanish.

Continue 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:

Provide timely student progress reports.

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

Implement read aloud sessions to promote reading comprehension.

Promote athletics in the community school.

Minimize disruptive behaviors that interfere with student learning.

Continue supporting concurrent enrollment at the community college and providing laptops and hot spots.

Continue the ILP meetings with students.

Increase hands on science lessons.

Continue to promote fieldtrips as incentives.

Continue ongoing, timely, communication between school/home.

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 two priories selected by the groups were Priorities 6 and 10. The following summary comments/recommendations were included in the online survey.

Availability of concurrent enrollment in college courses for all students.

Increase the educational rigor for all students.

Provide 21st Century Skills classes for students (i.e. cooking, filing taxes, interest, credit cards, changing tires, car maintenance)

Continue CCOE's Focus to facilitate and support all district and county programs

Increase professional development and collaboration to accomplish the educational goals and actions/services successfully.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [List Local Priorities here]

Identified Need:

The California Dashboard indicates one district has four out of six student groups in red and two groups in orange; a second district has one student group in red, two in orange, and one in yellow; the third district shows one student group in orange and two groups in yellow; the fourth districts have all student groups in yellow. 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 confidence. There is an additional need to provide the tools, structure, and necessary supports for successful academic performance 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. Community schools provide temporary supportive, alternative educational programs to empower students through trusting relationships, individualized instruction, and opportunities to excel individually and as a group.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Properly Credentialed Teachers	Met 2016-17 data shows the teacher to be fully credentialed. There were no teacher miss-assignments this year.	Maintain CCOE will maintain fully credentialed teachers and have no teacher miss-assignments.	Maintain CCOE will maintain fully credentialed teachers.	Maintain CCOE will maintain fully credentialed teachers.
1B. Student access to standards based instructional materials	Met All students have access to standards based instructional materials35 -	Maintain All students have access to standards based instructional materials	Maintain All students have access to standards based instructional materials	Maintain All students have access to standards based instructional materials
1C. Facilities are maintained in good repair (Annual FIT Report)	Met All sites are in "exemplary" repair.	Maintain All sites are in "good" or "exemplary" repair.	Maintain All sites are in good repair	Maintain All sites are in good repair
2A. State Board adopted academic content and performance standards fully Implemented	Met 100% of courses are aligned to the state standards	Maintain 100% of courses will be aligned and taught using the most recent state standards	Maintain 100% of courses will be aligned and taught using the most recent state standards	Maintain 100% of courses will be aligned and taught using the most recent state standards
2B. How programs & services will enable ELs access to CCSS	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	Maintain 100% of curriculum will align designated and integrated ELD in all subject areas.	Maintain 100% of curriculum will align designated and integrated ELD in all subject areas.

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	composite CAASPP scores.	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	One student increased one level of proficiency.	Continue to provide ELD instruction to English learner students with the goal of increasing English proficiency.	Establish baseline progress toward English proficiency as measured by ELPAC.	Increase in progress toward English proficiency as measured by ELPAC.
4E. Percent of students reclassified to Fluent English Proficient	Redesignation rate is zero. Only two ELs were enrolled.	Continue to provide ELD instruction to English learners to strengthen English fluency. One EL will redesignate.	Continue to provide ELD instruction to English learners to strengthen English fluency.	Continue to provide ELD instruction to English learners to strengthen English fluency.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 75%	As of May 2017, the attendance rate was at 82%. 2015-16 attendance rate was 79%.	Increase attendance rate to 85%	Attendance rate at 75%	Maintain attendance rate at 75%
5B. Decrease the chronic absenteeism rate by 3%	As of May 2017, 50% of students had chronic absenteeism.	Decrease chronic absenteeism by 3%.	Decrease chronic absenteeism by 3%.	Decrease chronic absenteeism by 3%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2015-16 chronic absenteeism rate was 75%.			
5C. Middle school dropout rate.	Zero middle school students dropped out.	As middle students enroll, monitor attendance.	As middle students enroll, continue to monitor attendance.	As middle students enroll, continue to monitor attendance.
5D. High school dropout rate.	High school dropout rate is zero.	Monitor high school student attendance and ensure an academic plan is in place that includes a graduation goal.	Monitor high school student attendance and ensure an academic plan is in place that includes a graduation goal.	Monitor high school student attendance and ensure an academic plan is in place that includes a graduation goal.
5E. High school graduation rate.	Nine non-cohort seniors were enrolled throughout the school year; 6 of 9 students graduated (67%). Two additional students graduated as McKinney Vento. A total of 11 students graduated in 2016-17 as compared to 60% in 2015-16.	Increase graduation rate by 72%	Increase graduation rate by 58%	Maintain graduation rate by 58%
6A. Reduce the number of students who are suspended annually.	2/15 community school students were suspended.	Decrease suspension rate by 1 student.	Decrease suspension rate to zero.	Maintain suspension rate to zero.
6B. Pupil expulsion rate	Student expulsion rate is zero.	Maintain expulsion rates at current level.	Maintain expulsion rates at current level.	Maintain expulsion rates at current level.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6C. Student surveys on safety and school connectedness	Met Student survey sample was too small to generate substantial results. Only six students were surveyed: 83% of students surveyed, were satisfied with the instruction, encouragement, and motivation received. 66% indicated adults treat students fairly.	88% student satisfaction with instruction, encouragement, and motivation received. 71% student connectedness to school. As the cohort of students increase, surveys will be administered and modifications to improve school climate will be made based on the findings.	Post Survey: 94% indicate student satisfaction with instruction, encouragement, motivation, and connectedness to school.	Post Survey: 97% indicate student satisfaction with instruction, encouragement, motivation, and connectedness to school.
6C. Parent surveys on safety and school connectedness	Met All parents were invited to participate in LCAP meetings, parent conferences, site visits, and complete surveys. 90% agreed the school seeks input from parents. 75% participate in school programs. 93% agreed their students is safe at school. 77% are satisfied with academic rigor.	95% seek parental input. 80% participation in school programs. 98% safety at school. 82% satisfaction with academic rigor. Continue to invite all parents to the LCAP meetings, parent conferences, and site visits to provide information, obtain feedback, and offer surveys to promote program improvement.	Seek Parental Input - Post: 80%; Participation in School Programs - Post: 81%; Safety - Post: 87%; Academics - 80%	Seek Parental Input - Post: 85%; Participation in School Programs - Post: 86%; Safety - Post: 92%; Academics - 85%
6C. Teacher surveys-school	Staff are one teacher and one administrator. Teacher provided	A new teacher will be hired which will increase staff to three. PLC	Continue teacher survey for feedback on school	Continue teacher survey for feedback on school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
safety and school connectedness	feedback through conversations with the administrator in PLC collaborative meetings.	collaborative meetings will continue to obtain feedback provide a framework to build capacity and focus on improving student learning.	safety and connectedness.	safety and connectedness.
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	The goal is to have100% (community school/independent study) student participation in CTE courses.	Maintain 100% student participation (community school/independent study) in CTE courses.
9. Coordination of services for expelled students	Met Coordination of services are ongoing with school districts, juvenile court	Continue coordination of services with school districts, juvenile court system, special education to implement	Continue coordination of services with school districts, juvenile court system, special education to implement	Continue coordination of services with school districts, juvenile court system, special education to implement a student

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	system, behavioral health, special education to implement a student transition plan, ILP, IEP, and/or 504.	a student transition plan, ILP, IEP, and/or 504.	a student transition plan, ILP, IEP, and/or 504.	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

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

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Budgeted Expenditures

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

Action   2

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide AVID strategies in existing classes.	See description for 2017–18	See description for 2017–18

Budgeted Expenditures

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

Action   3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Limited to Unduplicated Student Group(s)

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

S. William Abel Community School

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Cost reflected in Actions/ Services #8.	0	See Amount for 2018-19
Source		General Fund Unrestricted	
Budget Reference	n/a	Cost reflected in Action/Services #8 Highly Qualified Teacher	

Action   4

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 5

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

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

All Students

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

Budgeted Expenditures

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

Action   6

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

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

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

All Students	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
100% of students, including unduplicated pupils and students with exceptional needs will have access to standards-aligned instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action 7

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

All Students

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

All Schools

OR

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

Budgeted Expenditures

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

Action 8

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Highly qualified instructor to meet the academic needs of all students. $91,563	Highly qualified instructor/administrator to meet the academic needs of all students. $110,495	See Amount for 2018–19
Source	General Fund Unrestricted	Small Rural Grant Career Technical Assistance General Fund Unrestricted	See Source for 2018-19
Budget Reference	RS 0000 $78,081 OB1xxx-3xxx	RS 5812 $10,000 OB 1xxx-3xxx RS 7388 $22,414 OB1xxx-3xxx RS 0000 $78,081 OB1xxx-3xxx	See Budget Reference for 2018–19

Amount	Provide academic and behavioral interventions and involve parents in the education process (MTSS). $6,500	$8,838	See Amount for 2018–19
Source	MTSS Grant	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 9099 OB 1xxx-3xxx, 4300	See Budget Reference for 2017–18	See Budget Reference for 2017–18

Amount	Provide reliable safe home to school transportation for all students. $3,000	Provide reliable safe home to school transportation for low income students to increase attendance. $3,000	See Amount for 2018-19
Source	General Fund Unrestricted	S/C	See Source for 2018–19
Budget Reference	RS 0000 OB 5800	See Budget Reference for 2017–18	See Budget Reference for 2017–18

Amount	Provide a nutritious breakfast, lunch, and snack for students. $19,000	Provide a nutritious breakfast, lunch, and snack for low income students. $6,000	See Amount for 2018–19
Source	General Fund Unrestricted	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 0000 OB 4300	See Budget Reference for 2017–18	See Budget Reference for 2017–18

Amount	Materials required to achieve and maintain academic goals. $2,000	$7,348	$2,000

Source	General Fund Unrestricted	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 0000 OB 4300	See Budget Reference for 2017–18	See Budget Reference for 2017–18

Amount	Services required to achieve and maintain academic goals. (i.e. state mandated assessments, student incentives, fieldtrips). $1,400	$7,000	See Amount for 2018–19
Source	General Fund Unrestricted	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 0000 OB 4300, OB 5800	See Budget Reference for 2017–18	See Budget Reference for 2017–18

Action 9

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

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

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

All Students	All Schools

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action **10**

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

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

All Students	All Schools

OR

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

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

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 11

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

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

Independent Study/Home School Students

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

S. William Abel Community School

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support independent study/home school students in meeting academic goals while working independently and providing direct instruction and academic counseling for individual student success.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action   12

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Independent Study/Home School Students	S. William Abel Community School

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action **13**

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

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

All Students	All Schools

OR

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

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

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action   **14**

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

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

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

All Students	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain a system to evaluate student performance data to modify instruction, provide timely student interventions, and support data decision-making practices.	Unchanged (from 2017-18)	Unchanged (from 2017-18)

Budgeted Expenditures

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

Action   15

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

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

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain an alternative to offer courses at comprehensive schools, community colleges where dual credit is desired, and/or online learning when not all courses are offered through independent study.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action **16**

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

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

All Students

All Schools

OR

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

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

Budgeted Expenditures

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

Action   17

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

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

All Students

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$62	$300	See Amount for 2018–19
Source	GF Unrestricted	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 0000 OB 4300	See Budget Reference for 2017–18	See Budget Reference for 2017–18

Action   18

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

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

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

All Students	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference	n/a	n/a	n/a

Action 19

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

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

All Students

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue process of obtaining WASC accreditation for the community school and the Adult Education School.	Implement the process of obtaining WASC accreditation for the community school.	Continue the process of WASC accreditation for the community school.

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: P1

Local Priorities: [List Local Priorities here]

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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Properly Credentialed Teachers TCIP	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.	Maintain 100% TCIP participants in year one and year two cohort completed.	Maintain 100% TCIP participants in year one and year two cohort completed.
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 a series of professional learning opportunities based on survey results and as needed basis.	Maintain a series of professional learning opportunities based on survey results and as needed basis.

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,080	$4,080	$4,080
Source	Special Education	Special Education	Various (depending on need)
Budget Reference	RS 6500 OB 1xxx -3xxx	RS 6500 OB 1xxx -3xxx	RS Varied OB 1xxx-3xxx

Action 2

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

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

All Students	All Schools

OR

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 law enforcement, based on trends, need, and availability to support student learning and instruction.	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$779	$2,000	See Amount for 2018–19
Source	GF Unrestricted	See Source for 2017–18	See Source for 2017–18
Budget Reference	RS 0000 OB 4300	See Budget Reference for 2017–18	See Budget Reference for 2017–18

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

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

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).

2018-19
Colusa County Office of Education is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, English Learners and foster youth at the community school. Student academic improvement is provided through research-based curriculum, programs, and services as indicated in the LCAP actions/services.
Due to the small school size, mobile student population, and extremely credit deficient students, LCFF supplemental funds are used schoolwide to increase or improve services for unduplicated pupils in the following manner:
*Teacher/Administrator salary: the teacher provides supplementary instruction to English learners beyond the regular school hours intended to ensure the educational achievement, develop full proficiency in English, meet grade level standards, and reclassify in a timely manner.
*Meals for low income students: by extending the school day, students benefit from a no cost meal, improve their nutritional and educational outcomes which are directly tied to an increase in school attendance.
*Public transportation to increase attendance: the community school is 10 to 20 miles from the neighboring rural schools; therefore, providing no cost public transportation allows students to have a safe route to school while at the same time increasing student attendance. Providing transportation services in this high need area ultimately bridges the achievement gap.
*Maintain Designated and Integrated ELD: assures all students receive equal access to required content standards.
*Provide Foster and Homeless Liaison Training: ensures foster youth are properly identified and effective services are provided in a timely manner.

https://www.jstor.org/stable/10.1086/651192?seq=1#page_scan_tab_contents
https://www.nytimes.com/2017/06/05/well/feeding-young-minds-the-importance-of-school-lunches.html
http://stnonline.com/news/blogs/item/6950-it-s-more-than-a-yellow-bus-it-s-the-ticket-to-academic-achievement

2017-18

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

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

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

Research to support school-wide and LEA wide use of funds. According to the research of Laudan Y Aron, (An Overview of Alternative Education, 2006) and the National Alternative Education Association (Exemplary Practices in Alternative Education: INDICATORS OF QUALITY PROGRAMMING, 2009) there are twelve significant attributes of high quality alternative education that most significantly contribute to student learning:
•A clear focus on academic learning that combines high academic standards with engaging and creative instruction and a culture of high expectations for all students;
•Teachers, who choose to be part of the program, routinely employ positive discipline techniques, have high expectations for students, and establish rapport with students and peers.
•Quality professional development programs.
•Small classes that encourage caring relationships between students and adults.
•Clean and well-maintained buildings that are attractive, inviting, and that foster emotional well-being, a sense of pride, and safety.
•Collaboration with a wide range of community organizations (cultural, social service, educational, etc.) and the business community to provide assistance and opportunities for participants.
•A strong, engaged, continuous, and competent leadership, preferably with a teacher/director administering the program.
•A flexible individualized program with high expectations and clear rules of behavior.
•Clearly identified goals; the integration of research into practice in areas such as assessment, curriculum, and teacher training; the integration of special education services and ELL; and stable and diverse funding.
•Clear criteria and procedures for transitioning students from the traditional education setting to the alternative education setting, from the alternative program to the student's next education or workforce setting while ensuring timely access to community agencies and support services.
•Actively involves parents/guardians beyond parent/guardian-teacher meetings.
•Systematically conducts program evaluations for continuous program improvement.

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

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