

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lassen County Office of Education

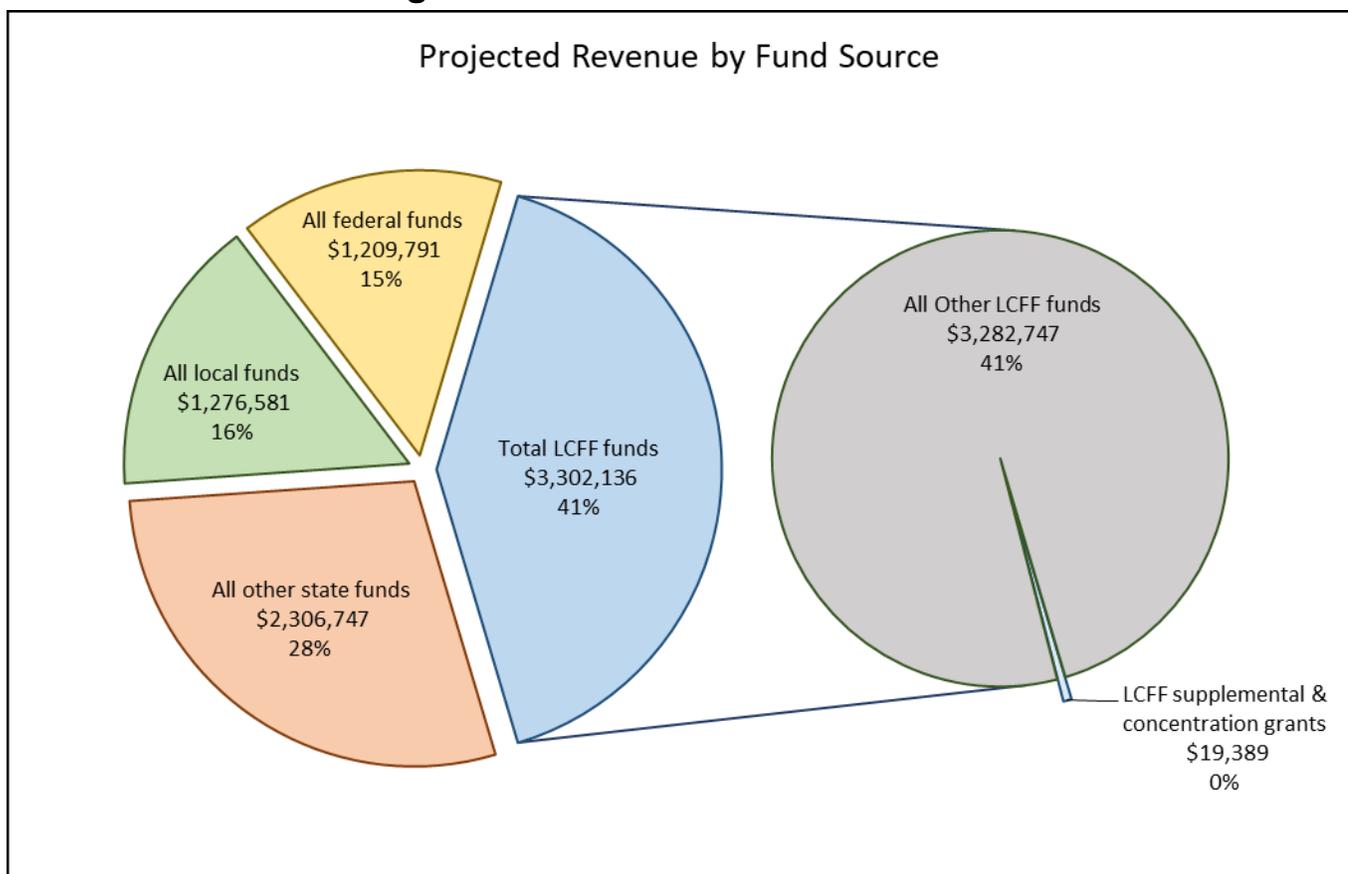
CDS Code: 18-10181

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Patricia A Gunderson, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

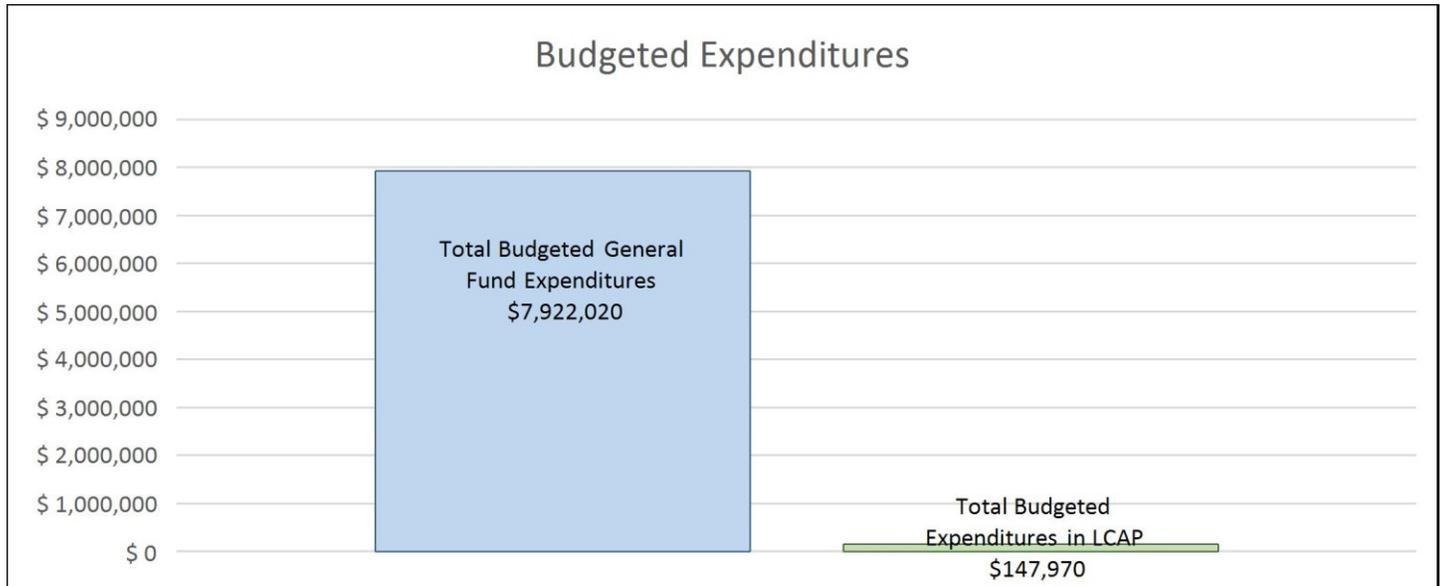


This chart shows the total general purpose revenue Lassen County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Lassen County Office of Education is \$8,095,255, of which \$3,302,136.00 is Local Control Funding Formula (LCFF), \$2,306,747.00 is other state funds, \$1,276,581.00 is local funds, and \$1,209,791.00 is federal funds. Of the \$3,302,136.00 in LCFF Funds, \$19,389.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lassen County Office of Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Lassen County Office of Education plans to spend \$7,922,020.00 for the 2019-20 school year. Of that amount, \$147,970.00 is tied to actions/services in the LCAP and \$7,774,050 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expanded Learning Grant \$249,621.00, Foster Youth Services Grant not included in the LCAP \$46,348.00; Title 1, Part A, \$56,208.00; Title 1, Part D, \$37,095.00; we have a technology budget of \$988,954.00 which is not included in the LCAP because we provide technology services to districts and other public agencies. Salaries \$3,942,657.00; Employee Benefits, \$1,925,971.00; Books and Supplies \$438,936.00; Child Development Preschools and Referral Program \$1,881,300.00. The Lassen County Office of Education also acts as the administrative unit for the Lassen County SELPA which includes \$3,105,371.00.

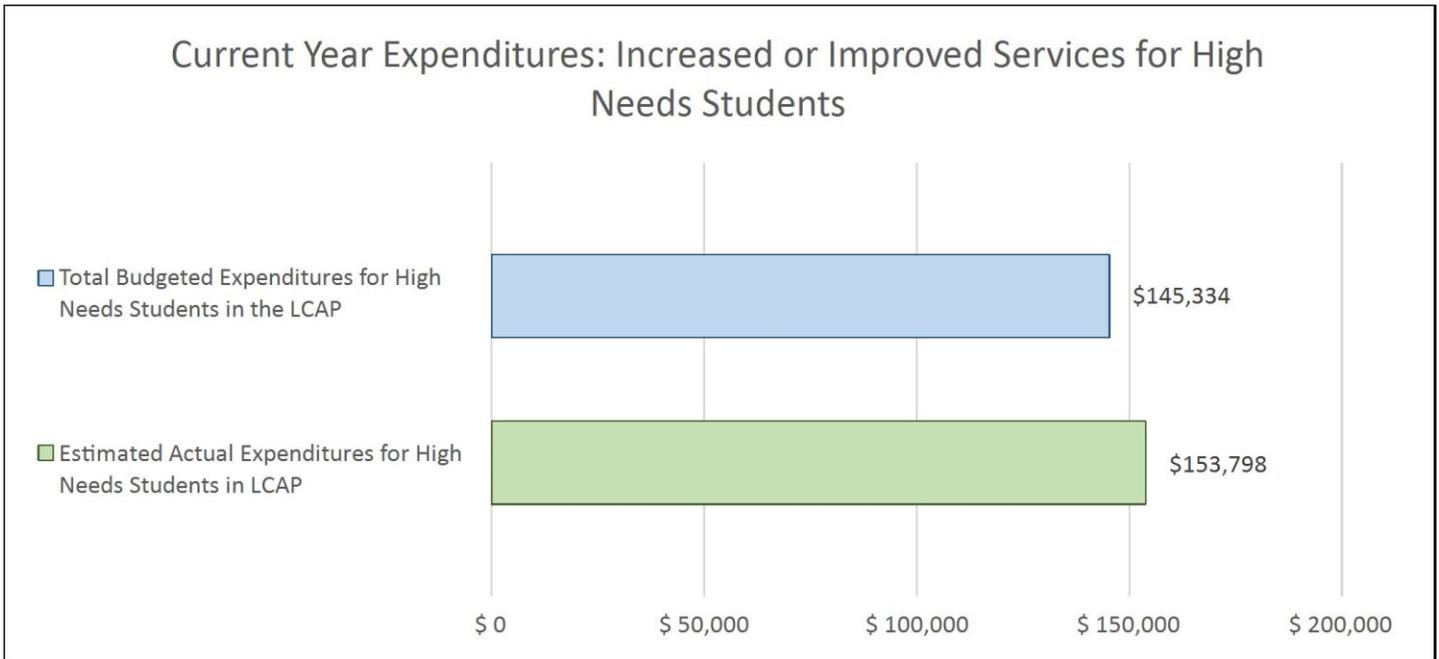
The total budget also includes base services for the Juvenile Court School of \$141,696.00.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Lassen County Office of Education is projecting it will receive \$19,389.00 based on the enrollment of foster youth, English learner, and low-income students. Lassen County Office of Education must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Lassen County Office of Education plans to spend \$19,389.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Lassen County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lassen County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Lassen County Office of Education's LCAP budgeted \$145,334.00 for planned actions to increase or improve services for high needs students. Lassen County Office of Education estimates that it will actually spend \$153,798.00 for actions to increase or improve services for high needs students in 2018-19.



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Lassen County Office of Education	Patricia A Gunderson Superintendent	pgunderson@lcoe.org 530-257-2197

2017-20 Plan Summary

The Story

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

The Lassen County Office of Education provides direct instruction for a very small number of students enrolled at the Juvenile Court School. These students are incarcerated for various amounts of time. Their enrollment may last a day, several weeks, or long-term, as decided by the court. According to CALPADS the Juvenile Court School served 8 students; one (1) eighth grader, three (3) tenth grade students, two (2) eleventh grade students and two (2) twelfth grade students. We have had no EL students enrolled in the past several years. Our demographic makeup is Two (2) Native American 25%; one (1) multiple ethnicity 13%, and five (5) white or 63%. Our LCFF unduplicated count is 8, and our current student population is zero (0) English Learners, one (1) Foster Youth, zero (0) Homeless, and 100% Economically Disadvantaged. Total number of unduplicated students is 8, as indicated in the CALPADS LCFF Count.

Lassen County Office of Education CALPADS LCFF report also shows 15 additional students. We provide Moderate/Severe program opportunities for these students as a regional service for the Lassen County Special Education Local Plan Area (SELPA). The demographic makeup of these students is 68% white, 20% Hispanic, 6% unknown and 6% African American; 0% Economically Disadvantaged, 0% English Learners 0% Homeless, and 100% Students with Exceptional Needs.

The COE is the administrative unit for the Lassen County SELPA which is comprised of ten (10) individual Districts and three (3) Charter Schools. Our total educational population countywide is approximately 3500 students.

The ethnic makeup of Lassen County is 31470; (66%) White. (9%) African American, (3%) Native American, (1%) Asian, 165 (1%) Pacific Islander, and (2%) from two or more races. However, it should be noted that approximately 12,000 of the population is incarcerated within the State and Federal Prisons located in Lassen County. And 14.6% of the population lives below the poverty line.

Students who are homeless prior to being enrolled will have support services to include school supplies, counseling, transportation, tutoring, and mentoring as needed to transition back to school of attendance. We currently have 1 Foster Youth enrolled, tutoring, mentoring and counseling services are available in conjunction with the Foster Youth Services coordinator and staff.

LCAP Highlights

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

Through the analysis of our state and local data and input from staff and stakeholders, it was determined that we are effective in helping our incarcerated youth complete credits and successfully transition back to home schools, as well as complete programs where they earn high school diplomas. We continue to support our students emotionally and academically while enrolled.

Review of Performance

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

Greatest Progress

Based on a review of state and local performance indicators, we are most proud of our work with our Foster Youth countywide. We were able to hire classroom teachers outside of the school day to provide additional academic support. The consistency and relationships built create a smooth transition for academic success. This year, 94% of our Countywide Foster youth are accessing one or more forms of services, which include, but are not limited to, educational services, independent living skills, IEP, FAFSA, post-secondary education applications, Health and Education Passport, and social skills, as measured by data generated from the Foster Youth Services data systems.. We will continue to work with all of the schools to identify needs specific to our foster youth and provide services to help achieve academic success. (Goal 1, Actions 9-12).

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

Greatest Needs

Due to the low numbers of students who are enrolled for any length of time in our school, we do not have any reds or oranges from the dashboard; however, after reviewing the local indicators, professional development activities will continue to be provided, and teachers will participate in order to increase standards implementation as identified in Goal 1, Actions 3 and 4. Programs and classes to meet the needs of our expelled youth countywide are very limited, especially in the primary and intermediate grades. We will continue to explore opportunities with our districts as written in Goal 1, Actions 7 and 8.

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

Performance Gaps

We have no performance gaps at this time.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

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

Lassen County Office of Education will provide all students with high-quality education with access to a broad course of study aligned with the state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1: Local Indicator/Teacher credential

18-19

1A. 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

Baseline

1A. 100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

Metric/Indicator

Priority 1: Local Indicator/ Instructional materials

18-19

1B. 100% of our classrooms will have sufficient instructional materials.

Baseline

1B. 100% of our classrooms have sufficient instructional materials.

Actual

1A. 100% of the teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

1B. 100% of our classrooms have sufficient instructional materials.

Expected

Metric/Indicator

Priority 1: Local Indicator/ Facilities in good repair

18-19

1C. Our classroom is located inside a County-run correctional facility and has an external inspection component and will continue to be rated as in good condition.

Baseline

1C. Our classroom is located inside a County-run correctional facility and has an external inspection component: however, the facility is rated as in good condition.

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

18-19

2A. Using a standards implementation rubric, teachers are moving from "Initial Awareness" and "Developing Awareness" to "Developing Awareness" and "Full Awareness."

- a. English Language Arts – Full Awareness
 - b. Mathematics - Full Awareness
 - c. English Language Development - Not applicable. No ELA students have been enrolled in several years.
 - d. Career Technical Education -Full Awareness
 - e. Health Education Content Standards - Initial Awareness
 - f. History-Social Science - Developing Awareness
 - g. Model School Library Standards – Initial Awareness
 - h. Physical Education Model Content Standards – Initial Awareness
 - I. Next Generation Science Standards– Initial Awareness
 - j. Visual and Performing Arts – Initial Awareness
 - k. World Language – Initial Awareness/Embedded in ELA/History Social Studies
- Social Emotional Learning - Developing Awareness (Standards implementation rubric)

Baseline

2A. Using a standards implementation rubric, teachers are moving from "Initial Awareness" to Developing Awareness"

- a. English Language Arts – Developing Awareness
- b. Mathematics - Developing Awareness
- c. English Language Development - Developing Awareness

Actual

1C. Our classroom is located inside a county-run correctional facility and has an external inspection component and is rated as in good condition.

2A. Using a standards implementation rubric, teachers rated themselves as "Developing Awareness to Full Awareness in the following areas:

- a. English Language Arts – Full Awareness
 - b. Mathematics – Student Awareness – Full Implementation
 - c. English Language Development – Full Awareness
 - d. Career Technical Education -Full Awareness
 - e. Health Education Content Standards – Full Awareness
 - f. History-Social Science – Full Awareness
 - g. Model School Library Standards – Developing Awareness
 - h. Physical Education Model Content Standards – Full Awareness
 - I. Next Generation Science Standards– Full Awareness
 - j. Visual and Performing Arts – Developing Awareness
 - k. World Language – Full Awareness
- Social Emotional Learning - Full Awareness

Expected

- d. Career Technical Education - Developing Awareness
- e. Health Education Content Standards - Initial Awareness
- f. History-Social Science - Developing Awareness
- g. Model School Library Standards – Initial Awareness
- h. Physical Education Model Content Standards – Initial Awareness
- i. Next Generation Science Standards- Initial Awareness
- j. Visual and Performing Arts – Initial Awareness
- k. World Language – Initial Awareness

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/ELD

18-19

2B. We have programs and services that would enable English Learners to access CCSS and ELD standards to gain academic content knowledge and English language proficiency if a student enrolled.

Baseline

2B. For 2016/17 we had no ELL/ELD students enrolled. However, we have programs and services that would enable English Learners to access CCSS and ELD standards to gain academic content knowledge and English language proficiency if a student enrolled.

Metric/Indicator

Priority 7: Local Metric/A broad course of study

18-19

7A All students will have access to arts or CTE enrichment each week.

Baseline

7A We were unable to provide music appreciation due to the loss of the music teacher.

Actual

2B. We have had no students enrolled as ELL/ELD, however, we have programs and services available that would enable English Learners to access CCSS and ELD standards to gain academic content knowledge and English language proficiency.

7A. Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Using the School information system files (transcripts), individual student enrollment in courses grades 9-12 are evaluated. Eighteen total students were enrolled and completed coursework in the following areas; Consumer Math, Econ, Digital Arts, English, Fine Arts, US History, World History, Basic Math, Math Life Skills, Life Science, Physical Education, Physical Science, Civics, Film Studies, Game Theory, Health and Family Life, Personal Finance, Algebra, Biology, Government, Earth Science, Algebra 2, Cooking and Food Prep and Court Studies.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Expected

Actual

Students in our program are transient. Students have access to and are enrolled in courses that interest them and meet the courses required for high school graduation. Classes are taught either through the direct instruction of a classroom teacher or through an on-line program called Edgenuity, which provides A-G courses, elective courses and Technical Education options.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Based on the results of our locally selected measure, the greatest barrier for our students is the transient nature of the Juvenile Court School program and lack of long-term enrollment in our program.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? The district will continue to monitor and track student access and enrollment in a broad course of study

7B. Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Eight out of the eighteen students are considered unduplicated and were enrolled and completed coursework in the following areas; Consumer Math, Econ, English, World History, Math, Life Science, Physical Education, Physical Science, US History. Algebra 1, Film Studies, Game Theory, Biology and Civics.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students in our program are transient. Students have access to and are enrolled in courses that interest them and meet the courses required for high school graduation. Classes are taught either through the direct instruction of a classroom teacher or through an on-line program called Edgenuity, which provides A-G courses, elective courses and Technical Education options.

Metric/Indicator

Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

18-19

7B 100% of All unduplicated students will have access to a wide variety of course options either by direct instruction or computer-based learning.

Baseline

7B 100% of All unduplicated students will have access to a wide variety of course options either by direct instruction or computer-based learning.

Expected

Actual

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
 Based on the results of our locally selected measure, the greatest barrier for our students is the transient nature of the Juvenile Court School program and lack of long-term enrollment in our program.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?
 The district will continue to monitor and track student access and enrollment in a broad course of study
 Eight out of the eighteen students are considered unduplicated and were enrolled and completed coursework in the following areas; Consumer Math, Econ, English, World History, Math, Life Science, Physical Education, Physical Science, US History. Algebra 1, Film Studies, Game Theory, Biology and Civics.

Students in our program are transient. Students have access to and are enrolled in courses that interest them and meet the courses required for high school graduation. Classes are taught either through the direct instruction of a classroom teacher or through an on- line program called Edgenuity, which provides A-G courses, elective courses and Technical Education options.

Based on the results of our locally selected measure, the greatest barrier for our students is the transient nature of the Juvenile Court School program and lack of long-term enrollment in our program.

The district will continue to monitor and track student access and enrollment in a broad course of study.

Metric/Indicator

Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs

18-19

7C 100% of our Students with exceptional needs will have access to all course options.

Baseline

7C 100% of our Students with exceptional needs will have access to all course options

7C. We currently do not have any students enrolled with exceptional needs, however all students have access to and are enrolled in a broad course of study.

Metric/Indicator

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)

9A Using a local assessment rubric, the degree of implementation of the progress in coordinating instruction for expelled youth will increase from the beginning development range to full implementation.

Expected

18-19

9A Using a local assessment rubric, the degree of implementation of the progress in coordinating instruction for expelled youth will increase from the beginning development range to full implementation.

- 1a: Review of data - Continuing Development
- 1b: Identifying existing educational alternatives, gaps and strategies for filling those gaps.-Initial Implementation
- 1c: Identifying alternative placements for pupils who are expelled and fail to meet the terms of a rehabilitation plan or who pose a danger to others - Initial Implementation
- 2: Coordination of development and implementation of triennial plan with all LEA's in the county - Full Implementation
- 3: Ongoing collaboration and policy development- Full Implementation
- 4: Development of MOU regarding partial credit policies between district and LCOE -Beginning Development

Baseline

9A Using a local assessment rubric, the degree of implementation of the progress in coordinating instruction for expelled youth falls predominately in the beginning development range.

- 1a: Review of data - Beginning Development
- 1b: Identifying existing educational alternatives, gaps and strategies for filling those gaps.-Beginning Development
- 1c: Identifying alternative placements for pupils who are expelled and fail to meet the terms of a rehabilitation plan or who pose a danger to others - Exploration and Research Phase
- 2: Coordination of development and implementation of triennial plan with all LEA's in the county - Beginning Development
- 3: Ongoing collaboration and policy development- Beginning Development
- 4: Development of MOU regarding partial credit policies between district and LCOE -Beginning Development

Metric/Indicator

Priority 10: Coordination of Services for Foster Youth (COE Only)

18-19

10A Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County, which includes working with the county welfare agency to minimize changes in school placement

Actual

- 1a: Review of data - Continuing Development
- 1b: Identifying existing educational alternatives, gaps and strategies for filling those gaps.-Initial Implementation
- 1c: Identifying alternative placements for pupils who are expelled and fail to meet the terms of a rehabilitation plan or who pose a danger to others - Initial Implementation
- 2: Coordination of development and implementation of triennial plan with all LEA's in the county - Full Implementation
- 3: Ongoing collaboration and policy development- Full Implementation
- 4: Development of MOU regarding partial credit policies between district and LCOE -Full Implementation

10A Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County, which includes working with the county welfare agency to minimize changes in school placement

- 1: Ongoing collaboration, supporting policies, and information sharing agreements with child welfare, probation, LEAs, the courts, and others to support foster youth. Full Implementation

Expected

- 1: Ongoing collaboration, supporting policies, and information sharing agreements with child welfare, probation, LEAs, the courts, and others to support foster youth. Full Implementation
- 7. Developing strategies to prioritize the needs of foster youth in the community using countywide assessments- Continued Implementation
- 8. Engaging in a process of reviewing local data for purposes of evaluating the effectiveness of supporting services- Continued Implementation

Baseline

10A Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County, which includes working with the county welfare agency to minimize changes in school placement fall between Beginning Development and Full Implementation.

- 1: Ongoing collaboration, supporting policies, and information sharing agreements with child welfare, probation, LEAs, the courts, and others to support foster youth. Full Implementation
- 7. Developing strategies to prioritize the needs of foster youth in the community using countywide assessments- Beginning Development
- 8. Engaging in a process of reviewing local data for purposes of evaluating the effectiveness of supporting services- Beginning Development

Metric/Indicator

Priority 10: Coordination of Services for Foster Youth (COE Only)

18-19

10B Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County,

- 2: Building capacity with LEAs, probation, child welfare, and other organizations to implement infrastructure to improve educational outcomes for foster youth- Full Implementation
- 3: Providing information and assistance to LEAs regarding educational needs of foster youth students to improve educational outcomes.- Full Implementation
- 4: Providing direct educational services for Foster Youth after school districts have certified that special services cannot be provided or funded using other sources.- Full Implementation

Baseline

Actual

- 7. Developing strategies to prioritize the needs of foster youth in the community using countywide assessments- Continued Implementation
- 8. Engaging in a process of reviewing local data for purposes of evaluating the effectiveness of supporting services- Continued Implementation

10B Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County is at full implementation. We continue to build relationships between child welfare and educational teams to meet the needs of our Foster youth.

- 2: Building capacity with LEAs, probation, child welfare, and other organizations to implement infrastructure to improve educational outcomes for foster youth- Full Implementation
- 3: Providing information and assistance to LEAs regarding educational needs of foster youth students to improve educational outcomes.- Full Implementation
- 4: Providing direct educational services for Foster Youth after school districts have certified that special services cannot be provided or funded using other sources.- Full Implementation

Expected

10B Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County, will increase to Full Implementation and Full Implementation and Sustainability.

2: Building capacity with LEAs, probation, child welfare, and other organizations to implement infrastructure to improve educational outcomes for foster youth- Initial Implementation

3: Providing information and assistance to LEAs regarding educational needs of foster youth students to improve educational outcomes.- Beginning Development

4: Providing information and assistance to LEAs regarding educational needs of foster youth students to improve educational outcomes.- Initial Implementation

Metric/Indicator

Priority 10: Coordination of Services for Foster Youth (COE Only)

18-19

10C 100% of requests from the juvenile court for information, delivery, and coordination of educational services will be provided by the Foster Youth Coordinator.

Baseline

10C 100% of requests from the juvenile court for information, delivery, and coordination of educational services are provided by the Foster Youth Coordinator.

Metric/Indicator

Priority 10: Coordination of Services for Foster Youth (COE Only)

18-19

10D 94 % of all Foster Youth will receive one or more forms of services, which include, but are not limited to, educational services, independent living skills, IEP, FAFSA, post-secondary education applications, Health and Education Passport, and social skills as measured by data generated from CWS/CMS.

Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County falls will increase from full implementation to sustainability.

5: Establish ongoing collaboration and policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information..-Full Implementation

Actual

10C 100% of requests from the juvenile court for information, delivery, and coordination of educational services were provided by the Foster Youth Coordinator.

10D 94% of all Foster Youth receive one or more forms of services, which include, but are not limited to, educational services, independent living skills, IEP, FAFSA, post-secondary education applications, Health and Education Passport, and social skills as measured by data generated from CWS/CMS.

Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County falls will increase from full implementation to sustainability.

5: Establish ongoing collaboration and policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.-Full Implementation

6: Facilitate the coordination of post-secondary opportunities for youth by engaging with systems partners, such as child welfare transition planning, independent living services, community college, and career and workforce development partners.- Full Implementation

Expected

6: Facilitate the coordination of post-secondary opportunities for youth by engaging with systems partners, such as child welfare transition planning, independent living services, community college, and career and workforce development partners.- Full Implementation

Baseline

10D 92 % of all Foster Youth received one or more forms of services, which include, but are not limited to, educational services, independent living skills, IEP, FAFSA, post-secondary education applications, Health and Education Passport, and social skills as measured by data generated from CWS/CMS.

Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County falls at initial implementation.

5: Establish ongoing collaboration and policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.-Initial Implementation

6: Facilitate the coordination of post-secondary opportunities for youth by engaging with systems partners, such as child welfare transition planning, independent living services, community college, and career and workforce development partners.-Initial Implementation

Actual

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
Update the physical environment of the school.	There was nothing purchased this year. We will keep this action/service.	Paint and furniture 4000-4999: Books And Supplies Supplemental and Concentration \$250.00	Paint and Furniture 4000-4999: Books And Supplies Supplemental and Concentration 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Deleted	Delete		0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This action/service will continue and be expanded to professional development in all/any courses of study identified by teacher and principal.	The teacher did not take advantage of formal, paid professional development this year. This action will continue as the teacher is identifying areas of need.	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF \$2000.00	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 0
		Travel 5000-5999: Services And Other Operating Expenditures Base \$1000.00	Travel 5000-5999: Services And Other Operating Expenditures Base 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development to instructional staff to align practices, procedures, and curriculum more closely with high-performing Juvenile Court Schools in the state.	There was limited work done in this area. The teacher will move this action and service to a priority for the coming year.	Professional Development/Collaboration 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500.00	Professional Development/Collaboration 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
		Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500.00	Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase additional California State Standards-Based Life Skills curriculum to meet the needs of our unduplicated students.	The staff has determined that these needs are being met by programs offered by the Juvenile programs in the Juvenile Hall, after	Life Skills Curriculum 4000-4999: Books And Supplies	Life Skills Curriculum 4000-4999: Books And Supplies

school hours. This Action/Service will be deleted moving forward.

Supplemental and Concentration \$250.00

Supplemental and Concentration 0

Action 6

Planned Actions/Services

Additional support to provide enrichment activities. Could be guest artists, musicians, culinary, financial education etc.

Actual Actions/Services

This year a guest author was brought in to present to the students in the area of literature and writing. A guest speaker for HIV/AIDS was also provided.

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Base \$250.00

Estimated Actual Expenditures

HIV/AIDS Presentation 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00

Action 7

Planned Actions/Services

Meet bi-annually with the district superintendents to seek solutions for expelled youth and to ensure successful transitions and monitor the plan annually.

Actual Actions/Services

The District superintendents continue to brainstorm and seek solutions for expelled youth in Lassen County. Specifically the need for alternatives for student under grade 8.

Budgeted Expenditures

Costs are included in regularly assigned duties Not Applicable LCFF 0.00

Estimated Actual Expenditures

Costs are included in regularly assigned duties Not Applicable LCFF 0

Action 8

Planned Actions/Services

COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS IN LASSEN COUNTY
Triennial Update
April 2018
The Lassen County Office of Education (LCOE) and Lassen County school districts continue to work together on an ongoing basis

Actual Actions/Services

District Superintendents meet with the County Superintendent monthly. Time is set aside to discuss the articulation and coordination of programs for expelled students as needed.
COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS IN LASSEN COUNTY

Budgeted Expenditures

Costs are included in regularly assigned duties Not Applicable LCFF 0.00

Estimated Actual Expenditures

Costs are included in regularly assigned duties Not Applicable LCFF 0

to assure that this special population of students' educational experience is viable and that students are successful. The strategies and options below have been implemented during the past three academic years, 2015-2018.

1. What strategies were successful and what additional strategies were implemented?

a. The Lassen Union High School District (LUHSD) reopened a Community Day School in January 2014 for expelled students.

b. Individual district contracts with the Lassen County Probation Department have been successful in improving attendance in local schools.

2. Enumerate the educational services that are currently available, and outline strategies for improvement during the next three years.

a. What are the current educational alternatives for expelled students?

- Suspend expulsion – return to same site
- Suspend expulsion – assign to different site
- Suspend expulsion – placement on a contract for behavior
- Expulsion – assign to Lassen Union High

The Lassen County Office of Education (LCOE) and Lassen County school districts continue to work together on an ongoing basis to assure that this special population of students' educational experience is viable and that students are successful.

1. What strategies were successful and what additional strategies were implemented?

a. Individual district contracts with the Lassen County Probation Department have been successful in improving attendance in local schools.

2. Enumerate the educational services that are currently available, and outline strategies for improvement during the next three years.

a. What are the current educational alternatives for expelled students?

- Suspend expulsion – return to same site
- Suspend expulsion – assign to different site
- Suspend expulsion – placement on a contract for behavior
- Expulsion – assign to Lassen Union High School District (grades 9-12)

School District (grades 7-12)

- Expulsion – inform parents of Charter or private school placement

b. Identified gaps in educational services to expelled students and corresponding strategies:

Gap 1.0

- Instructional programs for expelled students in grades 6 and under continue to be limited. The practice of placing students in this grade level on an independent study contract is not the preferred method.

Strategies

- Explore feasibility of a strategic placement in the county in a classroom(s) for students in grades 4-6. This could be either district-operated, COE-operated or Charter-operated. Costs for these programs would be shared by the districts utilizing this instructional program.

Gap 2.0

- Expulsion – inform parents of Charter or private school placement

b. Identified gaps in educational services to expelled students and corresponding strategies:

Gap 1.0

- Instructional programs for expelled students in grades 6 and under continue to be limited. The practice of placing students in this grade level on an independent study contract is not the preferred method.

Strategies

- Explore feasibility of a strategic placement in the county in a classroom(s) for students in grades 4-6. This could be either district-operated, COE-operated or Charter-operated. Costs for these programs would be shared by the districts utilizing this instructional program.

Utilize a blended-Charter School placement for expelled students. (Long Valley Charter-Susanville)

Gap 2.0

- Districts that are remotely located from the central community of Susanville have very few options for expelled students because of long drive times to transport students (up to two hours one-way).

Strategies

- Explore the possibility of creating district-operated Community Day Schools in the remote areas.

3. Specifically, identify alternative placements for pupils who are expelled and placed in the district community day school/community school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Districts utilize the Community Day School programs for students to continue their education while imposing additional conditions that can improve a student's/family's understanding of what really must happen to meet the conditions of readmission. Students are not permitted to return to their sending district until all conditions of the rehabilitation plan are met.

- Districts that are remotely located from the central community of Susanville have very few options for expelled students because of long drive times to transport students (up to two hours one-way).

Strategies

- Explore the possibility of creating district-operated Community Day Schools or alternative classrooms in the remote areas.

3. Specifically, identify alternative placements for pupils who are expelled and placed in the district community day school/community school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Districts utilize the Community Day School programs for students to continue their education while imposing additional conditions that can improve a student's/family's understanding of what really must happen to meet the conditions of readmission. Students are not permitted to return to their sending district until all conditions of the rehabilitation plan are met.

4. The countywide plan requires a regional perspective. Discuss the articulation and coordination between school districts and with the county office of education in providing educational placements for expelled students

District Superintendents meet with the County Superintendent monthly. Time is set aside to discuss the articulation and coordination of programs for expelled students as needed.

4. The countywide plan requires a regional perspective. Discuss the articulation and coordination between school districts and with the county office of education in providing educational placements for expelled students

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Coordinate and facilitate foster youth services with school districts and agencies to ensure appropriate academic and student support services to provide academic tutoring, educational passports, and other events to support foster youth.</p>	<p>The Foster Youth Coordinator and other staff worked with schools to Coordinate and facilitate foster youth services with school districts and agencies to ensure appropriate academic and student support services to provide academic tutoring, educational passports, and other events to support foster youth. An additional position was added to provide services to youth.</p>	<p>Foster Youth Grant 2000-2999: Classified Personnel Salaries Other \$66,220.00</p>	<p>Foster Youth Grant 2000-2999: Classified Personnel Salaries Other \$89,853.00</p>
		<p>Foster Youth Grant 3000-3999: Employee Benefits Other \$32550.00</p>	<p>Foster Youth Grant 3000-3999: Employee Benefits Other \$34,164.00</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide tutoring services for foster youth students</p>	<p>Provided weekly tutoring for Foster Youth as requested by school, social services or parents. (6 Students)</p>	<p>Hourly Tutors/Foster Youth Grant 5000-5999: Services And Other Operating Expenditures Other \$5000.00</p>	<p>Hourly Tutors/Foster Youth Grant 5000-5999: Services And Other Operating Expenditures Other \$2,500.00</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional counseling services to identified foster youth through an independent contractor.	There were no requests for additional counseling or anger management services from an independent contractor. Youth received services through Lassen County Behavioral Health.	Behavioral Counseling/Foster Youth Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$5000.00	Behavioral Counseling/Foster Youth Grant 5800: Professional/Consulting Services And Operating Expenditures Other 0
		Anger Management/Foster Youth Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$5000.00	Anger Management/Foster Youth Grant 5800: Professional/Consulting Services And Operating Expenditures Other 0

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase agreement to use the "Foster Focus" Software to collect data from all schools and foster agencies.	This item is an ongoing purchase for the "Foster Focus" Software to collect data from all schools and foster agencies.	Foster Focus/ Foster Youth Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$1500.00	Foster Focus/ Foster Youth Grant 5800: Professional/Consulting Services And Operating Expenditures Other 1500.00

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 overall implementation was weak. Professional Development opportunities were not taken advantage of. However, the direct student instruction and courses offered increased and student achievement increased as measured by post course data collected by the instructor.

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

Due to the limited implementation of the action/services it is difficult to measure overall effectiveness. Based on the data as measured by post course assessments student access and achievement in a broad course of studies has increased.(Priority 7) The effectiveness in providing options to expelled youth is an ongoing conversation and the Superintendents continue to implement

identified solutions. The Districts are also utilizing a variety of Restorative Justice practices to decrease the instances of expulsion.(Action 8) We are proud of the work done in cooperation with Foster Youth Services. We are unique in the aspect that our Foster Youth Service Coordinator and Staff are housed out of our Juvenile Probation Department. Having direct access to Probation, Child Welfare and Education, give a broad picture of the needs in Lassen County. We are proud of the community partnerships that wrap around our youth to help guide them and achieve personal success.(Actions 9-12)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The total material difference for Goal 1 is \$ \$42,242.00

Action 1 - \$250.00 There were no upgrades to paint and/or furniture this year. We are looking at options for additional furniture for 2019/2020 school year.

Action 3 – 3,000.00 The staff did not take advantage of any professional development activities this year, however a plan is being implemented to identify areas of focus for next year.

Action 4 - \$1,000.00 Limited work was done this year, teaching staff will move this to a priority next year.

Action 5 - \$250.00 The staff has determined that these needs are being met by programs offered by the Juvenile programs in the Juvenile Hall, after school hours.

Action 9- \$25,242.00 An additional position was added to provide services to youth.

Action 10- \$2,500.00 Services are provided as needed and requested. Budgeted amount remains constant.

Action 11- \$10,000 There were no requests for additional counseling or anger management services from an independent contractor. Youth received services through Lassen County Behavioral Health.

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.

Analysis:

Based on the analysis of the metrics, and rubrics many several of the actions/Services were either not implemented or minimally implemented. Professional Development activities will be addressed and a priority in the coming year. Foster Youth Services advisory committee will be reviewing the allocation of funds for counseling and anger management to ensure that students have access and both probation youth and CPS youth are aware of the continuum of supports and services available to all youth.

Change:

Action 5 will be deleted going forward. It has been determined that this support is provided on the justice side of the juvenile court facility.

For Action 3 and Action 4 a plan will be developed and areas of professional development will be identified and completed for the 2019/2020 school year.

Annual Update

LCAP Year Reviewed: 2018-19

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

Lassen County Office of Education will prepare all students for college, career readiness, and/or the workplace.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results

18-19

4A If 3-8 grade students are enrolled, we will look at prior years' SBAC results and work to increase performance levels.

Baseline

4A No 3-8 grade students enrolled

4A No 3-8 grade students enrolled

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results

18-19

4A If 3-8 grade students are enrolled, we will look at prior years' SBAC results and work to increase performance levels.

Baseline

4A No 3-8 grade students enrolled

4A No 3-8 grade students enrolled

Metric/Indicator

Priority 4: The Academic Performance Index

4B Academic Performance Index (API) Has not been established by the State.

Expected

18-19

4B When Academic Performance Index (API) has been established by the State, we will report as appropriate.

Baseline

4B Academic Performance Index (API) Has not been established by the State.

Metric/Indicator

Priority 4: College and Career Ready/A-G course completion

18-19

4C We will maintain that enrolled students have completed or are completing courses that satisfy requirements for entrance into UC or CSU or CTE programs of study.

Baseline

4C According to Schoolwise, all enrolled students have completed or are completing courses that satisfy requirements for entrance into UC or CSU or CTE programs of study.

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator

18-19

4D If EL or RFEP students are enrolled, we will report data as required.

Baseline

4D There were no EL or RFEP students enrolled, during the 2016/217 school year.

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Reclassification rates

18-19

4E If English Learners are enrolled, reclassification rate will be reported.

Baseline

4E English Learner reclassification rate is 0. No EL pupils enrolled.

Metric/Indicator

Priority 4: State Indicator/College and Career Indicator/AP pass rate

18-19

4F If any students take the Advanced placement exam, results will be reported

Baseline

Actual

4C 100% of Enrolled students have completed or have access to courses that satisfy requirements for entrance into UC or CSU or CTE programs of study.

4D There were no EL or RFEP students enrolled, during the 2018/19 school year.

4E English Learner reclassification rate is 0. No EL pupils enrolled.

4F No students enrolled in AP courses.

Expected

4F 0% pupils who passed Advanced placement exam with a 3 or higher. No students enrolled in AP courses.

Metric/Indicator

Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results

18-19

4G As students participate in EAP and 11th grade SBAC, we will report results.

Baseline

4G 0% students who participated in EAP, and we are awaiting 11th grade SBAC results.

Actual

One student took the CAASPP in 11th grade in the area of ELA and scored at a Level 1 and did not demonstrate readiness for college-level coursework.

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
Continue to use a system to assess and track student participation and completion of all coursework.	School information system continues to be used to track student courses, grades and assessment information.	Schoolwise Program 5800: Professional/Consulting Services And Operating Expenditures LCFF \$7500.00	Schoolwise Program 5800: Professional/Consulting Services And Operating Expenditures LCFF \$7500.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instruction in art therapy will be provided as a means to understand the Secondary course of study in the areas of psychology and sociology.	This action/services was not completed and will be deleted moving forward. The therapist took a position elsewhere.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$100.00 4000-4999: Books And Supplies Supplemental and Concentration \$100.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 4000-4999: Books And Supplies Supplemental and Concentration 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Coordinate dual enrollment opportunities for students to take classes through Lassen Community College.	No students were interested in dual enrollment opportunities through Lassen Community College.	Enrollment Fees - Lassen College 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$200.00	Enrollment Fees - Lassen College 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
		College Textbooks 4000-4999: Books And Supplies Supplemental and Concentration \$250.00	College Textbooks 4000-4999: Books And Supplies Supplemental and Concentration 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Coordinate providers and/or curriculum to facilitate anger management classes, coping and life skills, career exploration, CPR/First Aid, and financial literacy.	CPR/First Aid were provided to students by the Lassen County Office of Education School Nurse. A guest author presented career options to students.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$100.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1550.00
		4000-4999: Books And Supplies Supplemental and Concentration \$200.00	4000-4999: Books And Supplies Supplemental and Concentration 0

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 overall implementation of the actions/services was not complete. Action 1 and action 4 were implemented totally and were successful. Action 2 was not implemented as written, it will be deleted, the art therapist took another position so this action was not implemented at all. Action 3 is available for any student. Most of our students continue to work on earning a high school diploma and do not remain with us long enough to begin taking additional dual enrollment at Lassen College.

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

The overall effectiveness of the actions/services was limited. Action 1 and action 4 were implemented totally and are effective in meeting our goal. Action 2 was not implemented as written, it will be deleted, the art therapist took another position so this action was not implemented at all. Action 3 is available for any student. Most of our students continue to work on earning a high school diploma and do not remain with us long enough to begin taking additional dual enrollment at Lassen College.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The total material difference for Goal 2 is \$ 1,900.00

Action 2 - \$200.00 Instruction in Art Therapy was not completed the therapist took another position.

Action 3 - \$450.00 There were no student requests for dual enrollment through Lassen Community College.

Action 4 - \$1,250.00 A guest author came to speak to the student about career opportunities in writing.

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.

Analysis:

Based on the analysis of the metrics, and rubrics many several of the actions/Services were either not implemented or minimally implemented. The low number of students and the fact that the majority are working on a high school diploma causes us to continue budgeting and providing opportunities for students in case someone wanted to take advantage of dual enrollment, and we will continue to coordinate and provide additional life skills type classes and guest speakers.

Changes:

Action 2 will be deleted going forward. We currently do not have an art therapist available.

Annual Update

LCAP Year Reviewed: **2018-19**

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 3

Lassen County Office of Education will provide engagement opportunities for students, parents, and other stakeholders in all educational opportunities for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

18-19

3A We continue to use a survey to measure our progress using the Family and Community Engagement Rubrics.

Welcoming Families into the school community- Progressing

Communicating Effectively- Progressing

Supporting Student Success- Excelling

Speaking Up for Every Student - Excelling

Sharing Power and Leadership - Progressing

Collaborating with the Community - Progressing

Actual

3a. Based on the analysis of data, we have identified the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

2- Beginning Development

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

2- Beginning Development

Expected

Baseline

3a. Based on a survey emailed and returned from our family and community partners, using the Family and Community Engagement Rubric, the responses showed the following:

Welcoming all families into the school community – Progressing
Communicating effectively – Emerging
Supporting Student Success – Emerging
Speaking up for every child, advocacy – Progressing
Sharing Power, leadership – Progressing
Collaborating with the community - Emerging

Actual

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

2- Beginning Development

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

1- Exploration and Research Phase

The current strength of the LEA lies in the relationships between LCOE, Lassen County Probation, Child and Family Services and the courts. Our students are incarcerated and so the opportunities for family engagement is limited. We will work to develop strategies to increase engagement that will fit the needs of our program.

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

3- Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

1- Exploration and Research Phase

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

1- Exploration and Research Phase

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

1- Exploration and Research Phase

The LEA's current strength is the relationship that the teaching staff have with the individual students. Our focus will be to identify strategies and activities to improve parent engagement.

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

2- Beginning Development

Expected

Actual

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
2- Beginning Development

1. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.
2- Beginning Development

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.
2- Beginning Development

The LEA strengths are that our stakeholder committee and site council include members from the CALWORKS program, Foster Youth and Probation. We will seek to identify parents, guardians, foster family members or group home staff to include in our stakeholder groups to increase engagement.

3b. Parents/guardians of unduplicated pupils were included in the analysis of Parent Engagement data and based on the analysis of that data, we have identified the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

2- Beginning Development

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

2- Beginning Development

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

18-19

3B We continue to use a survey to measure our progress using the Family and Community Engagement Rubrics. 100 percent of our students are unduplicated

Welcoming Families into the school community- Progressing

Communicating Effectively- Progressing

Supporting Student Success- Excelling

Speaking Up for Every Student - Excelling

Sharing Power and Leadership - Progressing

Collaborating with the Community - Progressing

Baseline

3b. Parents/guardians of unduplicated pupils were included in the survey for Family and Community Engagement and the responses ranged from "Emerging" to "Progressing."

Expected

Actual

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

2- Beginning Development

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

1- Exploration and Research Phase

The current strength of the LEA lies in the relationships between LCOE, Lassen County Probation, Child and Family Services and the courts. Our students are incarcerated and so the opportunities for family engagement is limited. We will work to develop strategies to increase engagement that will fit the needs of our program.

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

3- Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

1- Exploration and Research Phase

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

1- Exploration and Research Phase

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

1- Exploration and Research Phase

The LEA's current strength is the relationship that the teaching staff have with the individual students. Our focus will be to identify strategies and activities to improve parent engagement.

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

2- Beginning Development

Expected

Actual

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
2- Beginning Development

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.
2- Beginning Development

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.
2- Beginning Development

The LEA strengths are that our stakeholder committee and site council include members from the CALWORK program, Foster Youth and Probation. We will seek to identify parents, guardians, foster family members or group home staff to include in our stakeholder groups to increase engagement.

3c. Parents/guardians of students with exceptional needs were included in the analysis of Parent Engagement data and based on the analysis of that data, we have identified the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.
2- Beginning Development

2. Rate the LEA's progress in creating welcoming environments for all families in the community.
2- Beginning Development

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

18-19

3c. Maintain participation for parents of students with exceptional needs of 100% of parents attending IEP meetings and graduation.

Baseline

3c. Participation for parents of students with exceptional needs shows 100% of parents attended IEP meetings and graduation.

Expected

Actual

2- Beginning Development

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

1- Exploration and Research Phase

The current strength of the LEA lies in the relationships between LCOE, Lassen County Probation, Child and Family Services and the courts. Our students are incarcerated and so the opportunities for family engagement is limited. We will work to develop strategies to increase engagement that will fit the needs of our program.

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

3- Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

1- Exploration and Research Phase

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

1- Exploration and Research Phase

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

1- Exploration and Research Phase

The LEA's current strength is the relationship that the teaching staff have with the individual students. Our focus will be to identify strategies and activities to improve parent engagement.

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

2- Beginning Development

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Expected

Actual



2- Beginning Development

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

2- Beginning Development

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

2- Beginning Development

The LEA strengths are that our stakeholder committee and site council include members from the CALWORKS program, Foster Youth and Probation. We will seek to identify parents, guardians, foster family members or group home staff to include in our stakeholder groups to increase engagement.

5A 100% attendance rate for unduplicated students

5B 0% unduplicated absenteeism rates

5C 0% Middle School Dropout

Metric/Indicator

Priority 5: Local Metric/Student Engagement/School attendance rates

18-19

5A Maintain 100% attendance rate for unduplicated students

Baseline

5A 100% attendance rate for unduplicated students

Metric/Indicator

Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates

18-19

5B Maintain 0% unduplicated absenteeism rates

Baseline

5B 0% unduplicated absenteeism rates

Metric/Indicator

Priority 5: Local Metric/Middle school dropout rate

18-19

5C Maintain 0% Middle School Dropout

Baseline

5C 0% Middle School Dropout

Expected

Metric/Indicator

Priority 5: Local Metric/Student Engagement/High school dropout rate

18-19

5D Maintain 0% High School Dropout

Baseline

5D 0% High School Dropout

Metric/Indicator

Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator

18-19

5E Maintain 100% Cohort Graduation Rate

Baseline

5E Cohort Graduation Rate is 0%. Student still enrolled.

Metric/Indicator

Priority 6: State Indicator/Student Suspension Indicator

18-19

6A Maintain 0% Suspension Rate

Baseline

6A. Suspension rate is 0% as verified by CALPADS and the California Department of Education

Metric/Indicator

Priority 6: Local Metric/Expulsion rate

18-19

6B Maintain 0% Expulsion Rate

Baseline

6B. Expulsion rate is 0% as verified by CALPADS and the California Department of Education.

Metric/Indicator

Priority 6: Local Indicator/Local tool for school climate

18-19

6C. Maintain the overall feeling of respect, support, and engagement.

Baseline

6C. Using the results from a student survey, students overall felt respected, supported, and engaged in the school.

Actual

5D 0% High School Dropout

5E Cohort Graduation Rate is 0%.

6A. Suspension rate is 0%.

6B. Expulsion rate is 0%

6c. Using the results from a student survey, students overall felt that they were treated fairly, important and could be successful, somewhat respected by each other, safe, supported and engaged, challenged and that expectations were at a high level. One student wrote, "My teacher literally is the best teacher ever. I have learned more from him than any other teacher ever. He made me like learning."

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
<p>A committee of members from the following organizations will meet bimonthly: Lassen Community College, Independent Living Program, Lassen County Social Services, Lassen County Probation, Lassen County Public Health Department, Lassen Family Services, Family Solutions, Lassen County Office of Education, and Promises. This group serves as an adhoc parent committee to our incarcerated youth and provides input and direction to the LCAP. This committee will also complete a survey to include with the parent responses.</p>	<p>A committee of members from the following organizations met every other Wednesday Lassen Community College, Independent Living Program, Lassen County Social Services, Lassen County Probation, Lassen County Public Health Department, Lassen Family Services, Family Solutions, Lassen County Office of Education, and Promises. This group serves as an adhoc parent committee to our incarcerated youth and provides input and direction to the LCAP. This committee completed a survey to include with the parent responses.</p>	<p>Costs are included in as duties already assigned Not Applicable Other 0</p>	<p>Costs are included in as duties already assigned Not Applicable Other 0</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Sustain classroom supply budget for student rewards</p>	<p>Sustain classroom supply budget for student rewards</p>	<p>Rewards and Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$500.00</p>	<p>Rewards and Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$630.56</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue 1 day of Mental Health counseling by LCOE staff weekly.	Continue 1 day of Mental Health counseling by LCOE staff weekly.	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,349.00	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,950.00
		3000-3999: Employee Benefits Supplemental and Concentration \$5,015.00	3000-3999: Employee Benefits Supplemental and Concentration 4,901.00

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.

Overall implementation of the actions/services were completed. Successes for implementation include weekly counseling services and the classroom reward program that encourages student success. Our very small number of students and the transiency nature of enrollment causes there to be challenges in measuring continuous improvement.

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

As indicated by the number of classes/units completed and the results of the student survey, the overall effectiveness was achieved. Students felt positive about the course offerings, the overall environment of the school and the level of connectedness was high.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The total material difference for Goal 3 is \$ 643.56
 Action 2 - \$130.56 Additional supplies for student awards and incentives were purchased.
 Action 3 - \$513.00 Difference in employee costs from those projected at budget.

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

Analysis:

Based on the analysis of the metrics, and rubrics many several of the actions/Services were implemented fully. Providing behavior and academic incentives and rewards has proven to be a successful motivator for students Providing behavioral health counseling from the academic and school success side has allowed for better social emotional health for our students.

Changes:

There are no changes to be made for this goal at this time.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

September 12, 2018 At a regularly-scheduled meeting of the Lassen County Board of Education, a report was given, which focused specifically on Priority 7, Access to a Broad Course of Study.

September 18, 2018 met with County Administrators at LCOE to review Foster youth services agreement and supports by the Foster Youth Coordinator.

October 25, 2018 An LCAP update was given to the stakeholder group, which included parents, teachers, Cal Works, foster youth and community members. LCOE currently does not have any EL students, therefore does not have a DELAC Committee.

October 30, 2018 Met with the Administrators at LCOE to review timelines for self assessment, Healthy Kids Survey, and the Data Dashboard.

December 12, 2018 Met with the Parent Advisory Group and Lassen County Board members to review and discuss LCAP Goals, actions, and services.

January 9, 2019 Information regarding the LCAP Dashboard was provided and discussion was held regarding the accountability plan with the stakeholder group.

January 23, 2019 School Site Council and stakeholder group met to review the Parent Engagement Policy and how it relates to the school plan and LCAP.

February 23, 2019 Met with students to review the LCAP Survey results, actions and services.

February 25, 2019 Met with staff to review Standards implementation rubrics, actions and services.

March 13, 2019 Met with the Foster Youth Advisory Committee to review actions and services.

April 17, 2017 At a regularly-scheduled meeting of the Lassen County Board of Education, a report was given, which focused specifically on the local indicators in Priority 1, Basic Services; Priority 2, Implementation of State standards; Priority 3, Parental Involvement; Priority 6, School Climate; and Priority 7, Access to a Broad Course of Study.

April 17, 2019 At a regularly-scheduled meeting of the Lassen County Board of Education, a report was given, which focused specifically on Priority 9, Expelled Youth, and Priority 10, Foster Youth.

April 22, 2019 Met with the certificated staff at the school to review LCAP and additional goals for the 2019/20 school year.

April 23, 2019 At a regularly scheduled meeting of the Lassen County SELPA in accordance with Education Code 52062, LCAP consultation occurred with the SELPA board and Lassen County Office of Education Superintendent.

May 29, 2018 Consulted with CSEA Classified Bargaining unit and LCSTA Certificated Unit to review and discuss LCAP Goals, actions and services.

June 19, 2019 Public Hearing held.

June 26, 2019 Board meeting held and plan was approved unanimously.

Impact on LCAP and Annual Update

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

Based on stakeholder engagement, review of the current actions/services, and analysis of data, there were no major impacts on the 2018-19 LCAP, and minor changes or modifications to the actions/services will take place. We will continue to focus on improvement of academic achievement for all students, social and emotional well-being, as well as transitional services for incarcerated students.

Key LCAP components are:

Continued Professional Development for staff in all academic areas as well as brain- based learning and other training specifically around the needs of incarcerated youth.

On June 1st, 2018, Lassen County Juvenile Probation placed all existing wards in facilities in other counties. The need for these temporary placements was due to the need for updating policies and procedures due to regulation changes, the lack of qualified staff to provide supervision, and the need for employees to be able to take earned vacation. The staff had been denied vacation requests due to the lack of qualified staff and was in jeopardy of losing those earned vacation days. We, therefore, did not provide any educational services for the month of June, and we do not anticipate any extended school year services. The facility opened back up for regular business at the end of August.

The meetings held gave stakeholders and staff an opportunity to discuss ongoing concerns and needs for this unique population of students.

A public meeting was held on June 19, 2019, and the Local Control and Accountability Plan was approved by the board on June 26, 2019.

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

Lassen County Office of Education will provide all students with high-quality education with access to a broad course of study aligned with the state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Identified Need:

Based on a completed needs assessment, we identified the continued frustration on how to provide coordinated instruction for expelled youth.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	1A. 100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	1A. 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	1A. 100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	1A. 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/ Instructional materials	1B. 100% of our classrooms have sufficient instructional materials.	1B. 100% of our classrooms will have sufficient instructional materials.	1B. 100% of our classrooms have sufficient instructional materials.	1B. 100% of our classrooms will have sufficient instructional materials.
Priority 1: Local Indicator/ Facilities in good repair	1C. Our classroom is located inside a County-run correctional facility and has an external inspection component: however, the facility is rated as in good condition.	1C. Our classroom is located inside a County-run correctional facility and has an external inspection component and will continue to be rated as in good condition.	1C. Our classroom is located inside a County-run correctional facility and has an external inspection component and is rated as in good condition.	1C. Our classroom is located inside a County-run correctional facility and has an external inspection component and will continue to be rated as in good condition.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	<p>2A. Using a standards implementation rubric, teachers are moving from "Initial Awareness" to Developing Awareness"</p> <p>a. English Language Arts – Developing Awareness</p> <p>b. Mathematics - Developing Awareness</p> <p>c. English Language Development - Developing Awareness</p> <p>d. Career Technical Education - Developing Awareness</p> <p>e. Health Education Content Standards - Initial Awareness</p> <p>f. History-Social Science - Developing Awareness</p>	<p>2A. Using a standards implementation rubric, teachers are moving from "Initial Awareness" and "Developing Awareness" to "Developing Awareness" and "Full Awareness."</p> <p>a. English Language Arts – Full Awareness</p> <p>b. Mathematics - Full Awareness</p> <p>c. English Language Development - Not applicable. No ELA students have been enrolled in several years.</p> <p>d. Career Technical Education -Full Awareness</p>	<p>2A. Using a standards implementation rubric, teachers are moving from “</p> <p>a. English Language Arts – Full Awareness</p> <p>b. Mathematics – Student Awareness – Full Implementation</p> <p>c. English Language Development – Full Awareness</p> <p>d. Career Technical Education -Full Awareness</p> <p>e. Health Education Content Standards – Full Awareness</p> <p>f. History-Social Science – Full Awareness</p>	<p>2A. Using a standards implementation rubric, teachers will continue to move from "Developing Awareness" to "Full Awareness." in the following areas:</p> <p>a. English Language Arts</p> <p>b. Mathematics – Student Awareness</p> <p>c. English Language Development</p> <p>d. Career Technical Education</p> <p>e. Health Education Content Standards</p> <p>f. History-Social Science</p> <p>g. Model School Library Standards</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>g. Model School Library Standards – Initial Awareness</p> <p>h. Physical Education Model Content Standards – Initial Awareness</p> <p>i. Next Generation Science Standards- Initial Awareness</p> <p>j. Visual and Performing Arts – Initial Awareness</p> <p>k. World Language – Initial Awareness</p>	<p>e. Health Education Content Standards - Initial Awareness</p> <p>f. History-Social Science - Developing Awareness</p> <p>g. Model School Library Standards – Initial Awareness</p> <p>h. Physical Education Model Content Standards – Initial Awareness</p> <p>I. Next Generation Science Standards– Initial Awareness</p> <p>j. Visual and Performing Arts – Initial Awareness</p> <p>k. World Language – Initial Awareness/Embedded in ELA/History Social Studies Social Emotional Learning - Developing Awareness (Standards implementation rubric)</p>	<p>g. Model School Library Standards – Developing Awareness</p> <p>h. Physical Education Model Content Standards – Full Awareness</p> <p>I. Next Generation Science Standards– Full Awareness</p> <p>j. Visual and Performing Arts – Developing Awareness</p> <p>k. World Language – Full Awareness Social Emotional Learning - Full Awareness</p>	<p>h. Physical Education Model Content Standards</p> <p>I. Next Generation Science Standards</p> <p>j. Visual and Performing Arts</p> <p>k. World Language Social Emotional Learning</p>
<p>Priority 2: Local Indicator/Implementation of State Standards/ELD</p>	<p>2B. For 2016/17 we had no ELL/ELD students enrolled. However, we have programs and services that would enable English Learners to access CCSS and ELD standards to gain</p>	<p>2B. For 2017/18 we had no ELL/ELD students enrolled. We have programs and services that would enable English Learners to access CCSS and ELD standards to gain</p>	<p>2B. For 2018/19 we had no ELL/ELD students enrolled. We have programs and services that would enable English Learners to access CCSS and ELD standards to gain</p>	<p>2B. We will continue provide programs and services that would enable English Learners to access CCSS and ELD standards to gain academic content knowledge and English</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	academic content knowledge and English language proficiency if a student enrolled.	academic content knowledge and English language proficiency if a student enrolled.	academic content knowledge and English language proficiency if a student enrolled.	language proficiency if a student enrolled.
Priority 7: Local Metric/A broad course of study	7A We were unable to provide music appreciation due to the loss of the music teacher.	7A Students did not participate in arts or CTE enrichment consistently each week. (Lesson Plans)	7A Using the School information system files (transcripts), individual student enrollment in courses grades 9-12 are evaluated. Eighteen total students were enrolled and completed coursework in the following areas; Consumer Math, Econ, Digital Arts, English, Fine Arts, US History, World History, Basic Math, Math Life Skills, Life Science, Physical Education, Physical Science, Civics, Film Studies, Game Theory, Health and Family Life, Personal Finance, Algebra, Biology, Government, Earth Science, Algebra 2, Cooking and Food Prep and Court Studies.	7A Using the School information system files (transcripts), individual student enrollment in courses grades 9-12 will be evaluated to ensure access and enrollment in a broad course of study.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	7B 100% of All unduplicated students will have access to a wide variety of course options either by direct	7B 100% of All unduplicated students will have access to a wide variety of course options either by direct	7B Eight out of the eighteen students are considered unduplicated and were enrolled and completed coursework in the following areas;	7B Using the School information system files (transcripts), individual student enrollment in courses grades 9-12 will be evaluated to ensure

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	instruction or computer-based learning.	instruction or computer-based learning.	Consumer Math, Econ, English, World History, Math, Life Science, Physical Education, Physical Science, US History. Algebra 1, Film Studies, Game Theory, Biology and Civics.	unduplicated students have access and enrollment in a broad course of study.
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	7C 100% of our Students with exceptional needs will have access to all course options	7C 100% of our Students with exceptional needs will have access to all course options.	7C We did not have any students with exceptional needs enrolled during this school year.	7C Using the School information system files (transcripts), individual student enrollment in courses grades 9-12 will be evaluated to ensure students with exceptional needs have access and enrollment in a broad course of study.
Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)	9A Using a local assessment rubric, the degree of implementation of the progress in coordinating instruction for expelled youth falls predominately in the beginning development range. 1a: Review of data - Beginning Development	9A Using a local assessment rubric, the degree of implementation of the progress in coordinating instruction for expelled youth will increase from the beginning development range to full implementation. 1a: Review of data - Continuing Development	9A Using a local assessment rubric, the degree of implementation of the progress in coordinating instruction for expelled youth increased from the beginning development range to full implementation. 1a: Review of data - Continuing Development	9A Using a local assessment rubric, the degree of implementation of the progress in coordinating instruction for expelled youth will increase from Continuing development to full implementation in the following areas: 1a: Review of data. 1b: Identifying existing educational alternatives,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>1b: Identifying existing educational alternatives, gaps and strategies for filling those gaps.- Beginning Development</p> <p>1c: Identifying alternative placements for pupils who are expelled and fail to meet the terms of a rehabilitation plan or who pose a danger to others - Exploration and Research Phase</p> <p>2: Coordination of development and implementation of triennial plan with all LEA's in the county - Beginning Development</p> <p>3: Ongoing collaboration and policy development- Beginning Development</p> <p>4: Development of MOU regarding partial credit policies between district and LCOE - Beginning Development</p>	<p>1b: Identifying existing educational alternatives, gaps and strategies for filling those gaps.-Initial Implementation</p> <p>1c: Identifying alternative placements for pupils who are expelled and fail to meet the terms of a rehabilitation plan or who pose a danger to others - Beginning Development</p> <p>2: Coordination of development and implementation of triennial plan with all LEA's in the county - Full Implementation</p> <p>3: Ongoing collaboration and policy development- Full Implementation</p> <p>4: Development of MOU regarding partial credit policies between district and LCOE - Beginning Development</p>	<p>1b: Identifying existing educational alternatives, gaps and strategies for filling those gaps.-Initial Implementation</p> <p>1c: Identifying alternative placements for pupils who are expelled and fail to meet the terms of a rehabilitation plan or who pose a danger to others - Initial Implementation</p> <p>2: Coordination of development and implementation of triennial plan with all LEA's in the county - Full Implementation</p> <p>3: Ongoing collaboration and policy development- Full Implementation</p> <p>4: Development of MOU regarding partial credit policies between district and LCOE -Full Implementation</p>	<p>gaps and strategies for filling those gaps..</p> <p>1c: Identifying alternative placements for pupils who are expelled and fail to meet the terms of a rehabilitation plan or who pose a danger to others.</p> <p>2: Coordination of development and implementation of triennial plan with all LEA's in the county.</p> <p>3: Ongoing collaboration and policy development.</p> <p>4: Development of MOU regarding partial credit policies between district and LCOE.</p>
<p>Priority 10: Coordination of Services for Foster Youth (COE Only)</p>	<p>10A Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen</p>	<p>10A Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen</p>	<p>10A Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen</p>	<p>10A Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>County, which includes working with the county welfare agency to minimize changes in school placement fall between Beginning Development and Full Implementation.</p> <p>1: Ongoing collaboration, supporting policies, and information sharing agreements with child welfare, probation, LEAs, the courts, and others to support foster youth. Full Implementation</p> <p>7. Developing strategies to prioritize the needs of foster youth in the community using countywide assessments- Beginning Development</p> <p>8. Engaging in a process of reviewing local data for purposes of evaluating the effectiveness of supporting services- Beginning Development</p>	<p>County, which includes working with the county welfare agency to minimize changes in school placement</p> <p>1: Ongoing collaboration, supporting policies, and information sharing agreements with child welfare, probation, LEAs, the courts, and others to support foster youth. Full Implementation</p> <p>7. Developing strategies to prioritize the needs of foster youth in the community using countywide assessments- Initial Implementation</p> <p>8. Engaging in a process of reviewing local data for purposes of evaluating the effectiveness of supporting services- Initial Implementation</p>	<p>County, which includes working with the county welfare agency to minimize changes in school placement</p> <p>1: Ongoing collaboration, supporting policies, and information sharing agreements with child welfare, probation, LEAs, the courts, and others to support foster youth. Full Implementation</p> <p>7. Developing strategies to prioritize the needs of foster youth in the community using countywide assessments- Continued Implementation</p> <p>8. Engaging in a process of reviewing local data for purposes of evaluating the effectiveness of supporting services- Continued Implementation</p>	<p>County, which includes working with the county welfare agency to minimize changes in school placement will increase from Continued Implementation to Full Implementation in the following areas:</p> <p>1: Ongoing collaboration, supporting policies, and information sharing agreements with child welfare, probation, LEAs, the courts, and others to support foster youth.</p> <p>7. Developing strategies to prioritize the needs of foster youth in the community using countywide assessments.</p> <p>8. Engaging in a process of reviewing local data for purposes of evaluating the effectiveness of supporting services.</p>
Priority 10: Coordination of Services for Foster Youth (COE Only)	10B Using a local assessment rubric, the degree of	10B Using a local assessment rubric, the degree of	10B Using a local assessment rubric, the degree of	10B Using a local assessment rubric, the degree of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>implementation for coordinated service program components for Foster Youth in Lassen County, will increase to Full Implementation and Full Implementation and Sustainability.</p> <p>2: Building capacity with LEAs, probation, child welfare, and other organizations to implement infrastructure to improve educational outcomes for foster youth- Initial Implementation 3: Providing information and assistance to LEAs regarding educational needs of foster youth students to improve educational outcomes.- Beginning Development 4: Providing information and assistance to LEAs regarding educational needs of foster youth students to improve educational outcomes.- Initial Implementation</p>	<p>implementation for coordinated service program components for Foster Youth in Lassen County,</p> <p>2: Building capacity with LEAs, probation, child welfare, and other organizations to implement infrastructure to improve educational outcomes for foster youth- Continuing Initial Implementation 3: Providing information and assistance to LEAs regarding educational needs of foster youth students to improve educational outcomes.- Full Implementation 4: Providing direct educational services for Foster Youth after school districts have certified that special services cannot be provided or funded using other sources.- Full Implementation</p>	<p>implementation for coordinated service program components for Foster Youth in Lassen County,</p> <p>2: Building capacity with LEAs, probation, child welfare, and other organizations to implement infrastructure to improve educational outcomes for foster youth- Full Implementation 3: Providing information and assistance to LEAs regarding educational needs of foster youth students to improve educational outcomes.- Full Implementation 4: Providing direct educational services for Foster Youth after school districts have certified that special services cannot be provided or funded using other sources.- Full Implementation</p>	<p>implementation for coordinated service program components for Foster Youth in Lassen County, will continue to be at Full Implementation and sustainability in the following areas:</p> <p>2: Building capacity with LEAs, probation, child welfare, and other organizations to implement infrastructure to improve educational outcomes for foster youth. 3: Providing information and assistance to LEAs regarding educational needs of foster youth students to improve educational outcomes. 4: Providing direct educational services for Foster Youth after school districts have certified that special services cannot be provided or funded using other sources.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 10: Coordination of Services for Foster Youth (COE Only)	10C 100% of requests from the juvenile court for information, delivery, and coordination of educational services are provided by the Foster Youth Coordinator.	10C 100% of requests from the juvenile court for information, delivery, and coordination of educational services will be provided by the Foster Youth Coordinator.	10C 100% of requests from the juvenile court for information, delivery, and coordination of educational services are provided by the Foster Youth Coordinator.	10C 100% of requests from the juvenile court for information, delivery, and coordination of educational services will be provided by the Foster Youth Coordinator.
Priority 10: Coordination of Services for Foster Youth (COE Only)	<p>10D 92 % of all Foster Youth received one or more forms of services, which include, but are not limited to, educational services, independent living skills, IEP, FAFSA, post-secondary education applications, Health and Education Passport, and social skills as measured by data generated form CWS/CMS.</p> <p>Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County falls at initial implementation.</p> <p>5: Establish ongoing collaboration and</p>	<p>10D 93 % of all Foster Youth received one or more forms of services, which include, but are not limited to, educational services, independent living skills, IEP, FAFSA, post-secondary education applications, Health and Education Passport, and social skills as measured by data generated form CWS/CMS.</p> <p>Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County falls at full implementation.</p> <p>5: Establish ongoing collaboration and</p>	<p>10D 94 % of all Foster Youth will receive one or more forms of services, which include, but are not limited to, educational services, independent living skills, IEP, FAFSA, post-secondary education applications, Health and Education Passport, and social skills as measured by data generated from CWS/CMS.</p> <p>Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County falls will increase from full implementation to sustainability.</p>	<p>10D Foster Youth will receive one or more forms of services, which include, but are not limited to, educational services, independent living skills, IEP, FAFSA, post-secondary education applications, Health and Education Passport, and social skills as measured by data generated from CWS/CMS.</p> <p>Using a local assessment rubric, the degree of implementation for coordinated service program components for Foster Youth in Lassen County, will increase from full implementation to sustainability in the following areas:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.-Initial Implementation</p> <p>6: Facilitate the coordination of post-secondary opportunities for youth by engaging with systems partners, such as child welfare transition planning, independent living services, community college, and career and workforce development partners.-Initial Implementation</p>	<p>policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.-Full Implementation</p> <p>6: Facilitate the coordination of post-secondary opportunities for youth by engaging with systems partners, such as child welfare transition planning, independent living services, community college, and career and workforce development partners.-Initial Implementation</p>	<p>5: Establish ongoing collaboration and policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information..-Full Implementation</p> <p>6: Facilitate the coordination of post-secondary opportunities for youth by engaging with systems partners, such as child welfare transition planning, independent living services, community college, and career and workforce development partners.- Full Implementation</p>	<p>5: Establish ongoing collaboration and policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information..</p> <p>6: Facilitate the coordination of post-secondary opportunities for youth by engaging with systems partners, such as child welfare transition planning, independent living services, community college, and career and workforce development partners.</p>

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)

[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)

Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Providence Jr./Sr.High

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Update the physical environment of the school.

2018-19 Actions/Services

Update the physical environment of the school.

2019-20 Actions/Services

Update the physical environment of the school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000.00	\$250.00	\$250.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase Desks/Chairs	4000-4999: Books And Supplies Paint and furniture	4000-4999: Books And Supplies Tables

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)

[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
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Providence Jr./Sr.High

Actions/Services

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

Unchanged Action

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

New Action

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

New Action

2017-18 Actions/Services

Provide CSET Compensation in order to recruit and maintain teachers.

2018-19 Actions/Services

Deleted

2019-20 Actions/Services

Deleted

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600.00		
Source	Title II		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Deleted	Deleted
Amount	\$500.00		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel		

Action 3

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

Students to be Served:

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

Location(s):

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

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Professional Development History-Social Science, while continuing to improve implementation in ELA/ELD, and Mathematics.

2018-19 Actions/Services

This action/service will continue and be expanded to professional development in all/any courses of study identified by teacher and principal.

2019-20 Actions/Services

This action/service will continue and be expanded to professional development in all/any courses of study identified by teacher and principal.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000.00	\$2000.00	\$500.00
Source	LCFF	LCFF	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	\$1000.00	\$1000.00	\$1050.00
Source	Base	Base	Base

Budget Reference

5000-5999: Services And Other Operating Expenditures Travel

5000-5999: Services And Other Operating Expenditures Travel

5000-5999: Services And Other Operating Expenditures Travel

Action 4

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[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)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Providence Jr./Sr. High

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 Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide professional development to instructional staff to align practices, procedures, and curriculum more closely with high-performing Juvenile Court Schools in the state.

Provide professional development to instructional staff to align practices, procedures, and curriculum more closely with high-performing Juvenile Court Schools in the state.

Provide professional development to instructional staff to align practices, procedures, and curriculum more closely with high-performing Juvenile Court Schools in the state.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$500.00	\$250.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development/Collaboration	5000-5999: Services And Other Operating Expenditures Professional Development/Collaboration	5000-5999: Services And Other Operating Expenditures Professional Development/Collaboration
Amount	\$1000.00	\$500.00	\$650.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel	5000-5999: Services And Other Operating Expenditures Travel	5000-5999: Services And Other Operating Expenditures Travel

Action 5

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>English Learners Foster Youth Low Income</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>Schoolwide</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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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
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Unchanged Action	Unchanged Action	New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase additional California State Standards-Based Life Skills curriculum to meet the needs of our unduplicated students.	Purchase additional California State Standards-Based Life Skills curriculum to meet the needs of our unduplicated students..	Deleted

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$250.00	Deleted
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	4000-4999: Books And Supplies Life Skills Curriculum	4000-4999: Books And Supplies Life Skills Curriculum	

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)

All

Location(s):

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

Specific Schools: Providence Jr./Sr. High

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Additional support to provide enrichment activities. Could be guest artists, musicians, culinary, financial education etc.

2018-19 Actions/Services

Additional support to provide enrichment activities. Could be guest artists, musicians, culinary, financial education etc.

2019-20 Actions/Services

Additional support to provide enrichment activities. Could be guest artists, musicians, culinary, financial education etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2500.00	\$250.00	\$250.00
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Meet bi-annually with the district superintendents to seek solutions for expelled youth and to ensure successful transitions and monitor the plan annually.

2018-19 Actions/Services

Meet bi-annually with the district superintendents to seek solutions for expelled youth and to ensure successful transitions and monitor the plan annually.

2019-20 Actions/Services

Meet bi-annually with the district superintendents to seek solutions for expelled youth and to ensure successful transitions and monitor the plan annually.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0.00	0.00
Source		LCFF	LCFF
Budget Reference	No additional cost Incurred	Not Applicable Costs are included in regularly assigned duties	Not Applicable Costs are included in regularly assigned duties

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Create and submit to CDE Triennially the Countywide Plan for Expelled Youth.

COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL

SERVICES TO EXPELLED STUDENTS IN

LASSEN COUNTY

Triennial Update

December 2015

The Lassen County Office of Education (LCOE) and Lassen County school districts continue to work together on an ongoing basis to assure that this special population of students' educational experience is viable and that students are successful. The strategies and options below have been implemented during the past three academic years, 2012-2015.

1. What strategies were successful and what additional strategies were implemented?

a. The Lassen Union High School District (LUHSD) reopened a Community Day School in January 2014 for expelled students.

b. Individual district contracts with the Lassen County Probation Department have been successful in improving attendance in local schools.

District Superintendents met with the County Superintendent monthly. Time is set aside to discuss the articulation and coordination of programs for expelled students as needed.

COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL

SERVICES TO EXPELLED STUDENTS IN LASSEN COUNTY

The Lassen County Office of Education (LCOE) and Lassen County school districts continue to work together on an ongoing basis to assure that this special population of students' educational experience is viable and that students are successful.

1. What strategies were successful and what additional strategies were implemented?

a. Individual district contracts with the Lassen County Probation Department have been successful in improving attendance in local schools.

2. Enumerate the educational services that are currently available, and outline strategies for improvement during the next three years.

a. What are the current educational alternatives for expelled students?

District Superintendents will continue to meet with the County Superintendent monthly. Time is set aside to discuss the articulation and coordination of programs for expelled students as needed.

COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL

SERVICES TO EXPELLED STUDENTS IN LASSEN COUNTY

The Lassen County Office of Education (LCOE) and Lassen County school districts continue to work together on an ongoing basis to assure that this special population of students' educational experience is viable and that students are successful.

1. What strategies were successful and what additional strategies were implemented?

a. Individual district contracts with the Lassen County Probation Department have been successful in improving attendance in local schools.

2. Enumerate the educational services that are currently available, and outline strategies for improvement during the next three years.

a. What are the current educational alternatives for expelled students?

2. Enumerate the educational services that are currently available, and outline strategies for improvement during the next three years.

a. What are the current educational alternatives for expelled students?

- Suspend expulsion – return to same site
- Suspend expulsion – assign to different site
- Suspend expulsion – placement on a contract for behavior
- Expulsion – assign to Lassen Union High School District (grades 7-12)
- Expulsion – inform parents of Charter or private school placement

b/c. Identified gaps in educational services to expelled students and corresponding strategies:

Gap 1.0

- Instructional programs for expelled students in grades 6 and under continue to be limited. The practice of placing students in this grade level on an independent study contract is not the preferred method.

Strategies

- Suspend expulsion – return to same site
- Suspend expulsion – assign to different site
- Suspend expulsion – placement on a contract for behavior
- Expulsion – assign to Lassen Union High School District (grades 9-12)
- Expulsion – inform parents of Charter or private school placement

b. Identified gaps in educational services to expelled students and corresponding strategies:

Gap 1.0

- Instructional programs for expelled students in grades 6 and under continue to be limited. The practice of placing students in this grade level on an independent study contract is not the preferred method.

Strategies

- Explore feasibility of a strategic placement in the county in a classroom(s) for students in grades 4-6. This could be either district-operated, COE-operated or Charter-operated. Costs for these programs would be shared

- Suspend expulsion – return to same site
- Suspend expulsion – assign to different site
- Suspend expulsion – placement on a contract for behavior
- Expulsion – assign to Lassen Union High School District (grades 9-12)
- Expulsion – inform parents of Charter or private school placement

b. Identified gaps in educational services to expelled students and corresponding strategies:

Gap 1.0

- Instructional programs for expelled students in grades 6 and under continue to be limited. The practice of placing students in this grade level on an independent study contract is not the preferred method.

Strategies

- Explore feasibility of a strategic placement in the county in a classroom(s) for students in grades 4-6. This could be either district-operated, COE-operated or Charter-operated. Costs for these programs would be shared

- Explore feasibility of a strategic placement in the county in a classroom(s) for students in grades 4-6. This could be either district-operated or COE-operated.

Gap 2.0

- Districts that are remotely located from the central community of Susanville have very few options for expelled students because of long drive times to transport students (up to two hours one-way).

Strategies

- Explore the possibility of creating district-operated Community Day Schools in the remote areas.

3. Specifically, identify alternative placements for pupils who are expelled and placed in the district community day school/community school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Districts utilize the Community Day School programs for students to continue their education while imposing additional conditions that can improve a

by the districts utilizing this instructional program.

Utilize a blended-Charter School placement for expelled students. (Long Valley Charter-Susanville)

Gap 2.0

- Districts that are remotely located from the central community of Susanville have very few options for expelled students because of long drive times to transport students (up to two hours one-way).

Strategies

- Explore the possibility of creating district-operated Community Day Schools or alternative classrooms in the remote areas.

3. Specifically, identify alternative placements for pupils who are expelled and placed in the district community day school/community school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Districts utilize the Community Day School programs for students to continue their education while imposing additional conditions that can improve a

by the districts utilizing this instructional program.

Utilize a blended-Charter School placement for expelled students. (Long Valley Charter-Susanville)

Gap 2.0

- Districts that are remotely located from the central community of Susanville have very few options for expelled students because of long drive times to transport students (up to two hours one-way).

Strategies

- Explore the possibility of creating district-operated Community Day Schools or alternative classrooms in the remote areas.

3. Specifically, identify alternative placements for pupils who are expelled and placed in the district community day school/community school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Districts utilize the Community Day School programs for students to continue their education while imposing additional conditions that can improve a

student's/family's understanding of what really must happen to meet the conditions of readmission. Students are not permitted to return to their sending district until all conditions of the rehabilitation plan are met.

4. The countywide plan requires a regional perspective. Discuss the articulation and coordination between school districts and with the county office of education in providing educational placements for expelled students

District Superintendents meet with the County Superintendent monthly. Time is set aside to discuss the articulation and coordination of programs for expelled students as needed.

student's/family's understanding of what really must happen to meet the conditions of readmission. Students are not permitted to return to their sending district until all conditions of the rehabilitation plan are met.

4. The countywide plan requires a regional perspective. Discuss the articulation and coordination between school districts and with the county office of education in providing educational placements for expelled students

student's/family's understanding of what really must happen to meet the conditions of readmission. Students are not permitted to return to their sending district until all conditions of the rehabilitation plan are met.

4. The countywide plan requires a regional perspective. Discuss the articulation and coordination between school districts and with the county office of education in providing educational placements for expelled students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0.00	0.00
Source		LCFF	LCFF
Budget Reference	No additional cost incurred.	Not Applicable Costs are included in regularly assigned duties	Not Applicable Costs are included in regularly assigned duties

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)

All

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Coordinate and facilitate foster youth services with school districts and agencies to ensure appropriate academic and student support services to provide academic tutoring, educational passports, and other events to support foster youth.

2018-19 Actions/Services

Coordinate and facilitate foster youth services with school districts and agencies to ensure appropriate academic and student support services to provide academic tutoring, educational passports, and other events to support foster youth.

2019-20 Actions/Services

Coordinate and facilitate foster youth services with school districts and agencies to ensure appropriate academic and student support services to provide academic tutoring, educational passports, and other events to support foster youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63067.00	\$66,220.00	\$69,531.00
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Foster Youth Grant	2000-2999: Classified Personnel Salaries Foster Youth Grant	2000-2999: Classified Personnel Salaries Foster Youth Grant
Amount	\$31418.00	\$32550.00	\$33,250.00
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits Foster Youth Grant	3000-3999: Employee Benefits Foster Youth Grant	3000-3999: Employee Benefits Foster Youth Grant

Action 10

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide tutoring services for foster youth students

2018-19 Actions/Services

Provide tutoring services for foster youth students

2019-20 Actions/Services

Provide tutoring services for foster youth students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000.00	\$5000.00	\$5000.00
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Hourly Tutors/Foster Youth Grant	5000-5999: Services And Other Operating Expenditures Hourly Tutors/Foster Youth Grant	5000-5999: Services And Other Operating Expenditures Hourly Tutors/Foster Youth Grant

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide additional counseling services to identified foster youth through an independent contractor.

2018-19 Actions/Services

Provide additional counseling services to identified foster youth through an independent contractor.

2019-20 Actions/Services

Provide additional counseling services to identified foster youth through an independent contractor.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000.00	\$5000.00	\$5000.00
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Behavioral Counseling/Foster Youth Grant	5800: Professional/Consulting Services And Operating Expenditures Behavioral Counseling/Foster Youth Grant	5800: Professional/Consulting Services And Operating Expenditures Behavioral Counseling/Foster Youth Grant
Amount	\$5000.00	\$5000.00	\$5000.00

Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Anger Management/Foster Youth Grant	5800: Professional/Consulting Services And Operating Expenditures Anger Management/Foster Youth Grant	5800: Professional/Consulting Services And Operating Expenditures Anger Management/Foster Youth Grant

Action 12

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Purchase agreement to use the "Foster Focus" Software to collect data from all schools and foster agencies.

2018-19 Actions/Services

Purchase agreement to use the "Foster Focus" Software to collect data from all schools and foster agencies.

2019-20 Actions/Services

Purchase agreement to use the "Foster Focus" Software to collect data from all schools and foster agencies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500.00	\$1500.00	\$1500.00
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Foster Focus	5800: Professional/Consulting Services And Operating Expenditures Foster Focus/ Foster Youth Grant	5800: Professional/Consulting Services And Operating Expenditures Foster Focus/ Foster Youth Grant

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 2

Lassen County Office of Education will prepare all students for college, career readiness, and/or the workplace.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Need: To increase student access and achievement through a broad course of study.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	4A No 3-8 grade students enrolled	4A If 3-8 grade students are enrolled, we will look at prior years' SBAC results and work to increase performance levels.	4A No 3-8 grade students enrolled	4A If 3-8 grade students are enrolled, we will look at prior years' SBAC results and work to increase performance levels.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	4A No 3-8 grade students enrolled	4A If 3-8 grade students are enrolled, we will look at prior years' SBAC results and work to increase performance levels.	4A No 3-8 grade students enrolled	4A If 3-8 grade students are enrolled, we will look at prior years' SBAC results and work to increase performance levels.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: The Academic Performance Index	4B Academic Performance Index (API) Has not been established by the State.	4B When Academic Performance Index (API) has been established by the State, we will report as appropriate.	4B When Academic Performance Index (API) has been established by the State, we will report as appropriate.	4B When Academic Performance Index (API) has been established by the State, we will report as appropriate.
Priority 4: College and Career Ready/A-G course completion	4C According to Schoolwise, all enrolled students have completed or are completing courses that satisfy requirements for entrance into UC or CSU or CTE programs of study.	4C According to CALPADS, 1 student completed courses required for entrance into USC, CSU or CTE classes.	<p>4C We will maintain that enrolled students have completed or are completing courses that satisfy requirements for entrance into UC or CSU or CTE programs of study.</p> <p>Eighteen total students were enrolled and completed coursework in the following areas; Consumer Math, Econ, Digital Arts, English, Fine Arts, US History, World History, Basic Math, Math Life Skills, Life Science, Physical Education, Physical Science, Civics, Film Studies, Game Theory, Health and Family Life, Personal Finance, Algebra, Biology, Government, Earth Science, Algebra 2, Cooking and Food Prep and Court Studies.</p>	4C We will maintain that enrolled students have completed or are completing courses that satisfy requirements for entrance into UC or CSU or CTE programs of study.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	4D There were no EL or RFEP students enrolled, during the 2016/217 school year.	4D We did not have any EL or RFEP students enrolled in the 2017/18 school year.	4D There were no EL or RFEP students enrolled,	4D If EL or RFEP students are enrolled, we will report data as required.
Priority 4: State Indicator/Academic Indicator/Reclassification rates	4E English Learner reclassification rate is 0. No EL pupils enrolled.	4E We did not have any English Learners enrolled.	4E English Learner reclassification rate is 0. No EL pupils enrolled.	4E If English Learners are enrolled, reclassification rate will be reported.
Priority 4: State Indicator/College and Career Indicator/AP pass rate	4F 0% pupils who passed Advanced placement exam with a 3 or higher. No students enrolled in AP courses.	4F We did not have any students take the AP exams.	4F No students enrolled in AP courses.	4F If any students take the Advanced placement exam, results will be reported
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	4G 0% students who participated in EAP, and we are awaiting 11th grade SBAC results.	4G Based on grade 11 CAASPP score students scored at Level 2 "Nearly Met" in ELA We did not have any grade 11 CAASPP scores in Math We did not have any students demonstrating EAP College Readiness.	4G One student took the CAASPP in 11th grade in the area of ELA and scored at a Level 1 and did not demonstrate readiness for college-level coursework.	4G As students participate in EAP and 11th grade SBAC, we will report results.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All
 Students with Disabilities
 Specific Student Groups: Unduplicated

All Schools
 Specific Schools: Providence Jr./Sr.High

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 [Add Students to be Served selection here]

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

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services
 Continue to use a system to assess and track student participation and completion of all coursework.

2018-19 Actions/Services
 Continue to use a system to assess and track student participation and completion of all coursework.

2019-20 Actions/Services
 Continue to use a system to assess and track student participation and completion of all coursework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7500.00	\$7500.00	\$7500.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Schoolwise Program	5800: Professional/Consulting Services And Operating Expenditures Schoolwise Program	5800: Professional/Consulting Services And Operating Expenditures Schoolwise Program

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)

[Add Students to be Served selection here]

[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
Foster Youth
Low Income**Scope of Services:**

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

Schoolwide

Location(s):

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

Specific Schools: Providence Jr./Sr.High

Actions/Services

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

New Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

Instruction in art therapy will be provided as a means to understand the Secondary course of study in the areas of psychology and sociology.

2018-19 Actions/Services

Instruction in art therapy will be provided as a means to understand the Secondary course of study in the areas of psychology and sociology.

2019-20 Actions/Services

This action/services was not completed and has been deleted.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$500.00	Deleted
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	
Amount	\$200.00	0	

Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference		4000-4999: Books And Supplies	

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
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Providence Jr./Sr.High

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Coordinate dual enrollment opportunities for students to take classes through Lassen Community College.

2018-19 Actions/Services

Coordinate dual enrollment opportunities for students to take classes through Lassen Community College.

2019-20 Actions/Services

Coordinate dual enrollment opportunities for students to take classes through Lassen Community College.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$500.00	\$500.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Enrollment Fees - Lassen College	5000-5999: Services And Other Operating Expenditures Enrollment Fees - Lassen College	5000-5999: Services And Other Operating Expenditures Enrollment Fees - Lassen College
Amount	\$500.00	\$500.00	\$500.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies College Textbooks	4000-4999: Books And Supplies College Textbooks	4000-4999: Books And Supplies College Textbooks

Action 4

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

Students to be Served:

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

[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
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Providence Jr./Sr.High

Actions/Services

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

New Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Coordinate providers and/or curriculum to facilitate anger management classes, coping and life skills, career exploration, CPR/First Aid, and financial literacy.

Coordinate providers and/or curriculum to facilitate anger management classes, coping and life skills, career exploration, CPR/First Aid, and financial literacy.

Coordinate providers and/or curriculum to facilitate anger management classes, coping and life skills, career exploration, CPR/First Aid, and financial literacy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250.00	\$100.00	\$100.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Stipends	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$200.00	\$200.00	\$200.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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 3

Lassen County Office of Education will provide engagement opportunities for students, parents, and other stakeholders in all educational opportunities for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Need: Increase parent communication and the level of student school connectedness.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3a. Based on a survey emailed and returned from our family and community partners, using the Family and Community Engagement Rubric, the responses showed the following:	3A We continue to use a survey to measure our progress using the Family and Community Engagement Rubrics. Welcoming Families into the school community- Progressing Communicating Effectively- Progressing	3a. Based on the analysis of data, we have identified the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):	3a. Based on the analysis of data, we have identified the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale, 1 – Exploration and Research Phase

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Welcoming all families into the school community – Progressing Communicating effectively – Emerging Supporting Student Success – Emerging Speaking up for every child, advocacy – Progressing Sharing Power, leadership – Progressing Collaborating with the community - Emerging</p>	<p>Supporting Student Success- Excelling Speaking Up for Every Student - Excelling Sharing Power and Leadership - Progressing Collaborating with the Community - Progressing</p>	<p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p> <p>Building Relationships 1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 2- Beginning Development 2. Rate the LEA’s progress in creating welcoming environments for all families in the community. 2- Beginning Development 3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. 2- Beginning Development</p>	<p>2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability we will continue to increase from the Exploration and Research Phase and Beginning Development to Initial Implementation and Beginning Development.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p> <p>1- Exploration and Research Phase</p> <p>The current strength of the LEA lies in the relationships between LCOE, Lassen County Probation, Child and Family Services and the courts. Our students are incarcerated and so the opportunities for family engagement is limited. We will work to develop strategies to increase engagement that will fit the needs of our program.</p> <p>Building Partnerships for Student Outcomes</p> <p>5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>capacity to partner with families.</p> <p>3- Initial Implementation</p> <p>6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.</p> <p>1- Exploration and Research Phase</p> <p>7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p> <p>1- Exploration and Research Phase</p> <p>8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.</p> <p>1- Exploration and Research Phase</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>The LEA's current strength is the relationship that the teaching staff have with the individual students. Our focus will be to identify strategies and activities to improve parent engagement.</p> <p>Seeking Input for Decision Making</p> <p>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 2- Beginning Development</p> <p>10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 2- Beginning Development</p> <p>1. Rate the LEA's progress in providing all families with opportunities to provide</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <p>2- Beginning Development</p> <p>12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</p> <p>2- Beginning Development</p> <p>The LEA strengths are that our stakeholder committee and site council include members from the CALWORK program, Foster Youth and Probation. We will seek to identify parents, guardians, foster family members or group home staff to include in our</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			stakeholder groups to increase engagement.	
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3b. Parents/guardians of unduplicated pupils were included in the survey for Family and Community Engagement and the responses ranged from "Emerging" to "Progressing."	<p>3B We continue to use a survey to measure our progress using the Family and Community Engagement Rubrics. 100 percent of our students are unduplicated</p> <p>Welcoming Families into the school community- Progressing Communicating Effectively- Progressing Supporting Student Success- Excelling Speaking Up for Every Student - Excelling Sharing Power and Leadership - Progressing Collaborating with the Community - Progressing</p>	<p>3b. Parents/guardians of unduplicated pupils were included in the analysis of Parent Engagement data and based on the analysis of that data, we have identified the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):</p> <p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p> <p>Building Relationships 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and</p>	<p>3B Based on the analysis of data, which included Parents/Guardians of unduplicated pupils we have identified the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale,</p> <p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p> <p>we will continue to increase from the Exploration and Research Phase and Beginning Development to Initial Implementation and Beginning Development.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>respectful relationships with families.</p> <p>2- Beginning Development</p> <p>2. Rate the LEA's progress in creating welcoming environments for all families in the community.</p> <p>2- Beginning Development</p> <p>3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p> <p>2- Beginning Development</p> <p>4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p> <p>1- Exploration and Research Phase</p> <p>The current strength of the LEA lies in the relationships between LCOE, Lassen County</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>Probation, Child and Family Services and the courts. Our students are incarcerated and so the opportunities for family engagement is limited. We will work to develop strategies to increase engagement that will fit the needs of our program.</p> <p>Building Partnerships for Student Outcomes</p> <p>5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.</p> <p>3- Initial Implementation</p> <p>6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.</p> <p>1- Exploration and Research Phase</p> <p>7. Rate the LEA's progress in implementing policies or programs for teachers to</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 1- Exploration and Research Phase</p> <p>8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. 1- Exploration and Research Phase</p> <p>The LEA's current strength is the relationship that the teaching staff have with the individual students. Our focus will be to identify strategies and activities to improve parent engagement.</p> <p>Seeking Input for Decision Making 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>advisory groups and with decision-making. 2- Beginning Development 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 2- Beginning Development</p> <p>11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 2- Beginning Development</p> <p>12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>family engagement activities at school and district levels.</p> <p>2- Beginning Development</p> <p>The LEA strengths are that our stakeholder committee and site council include members from the CALWORK program, Foster Youth and Probation. We will seek to identify parents, guardians, foster family members or group home staff to include in our stakeholder groups to increase engagement.</p>	
<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p>	<p>3c. Participation for parents of students with exceptional needs shows 100% of parents attended IEP meetings and graduation.</p>	<p>3C 100% of parents of students with exceptional needs participated in IEP meetings.</p>	<p>3c. Parents/guardians of students with exceptional needs were included in the analysis of Parent Engagement data and based on the analysis of that data, we have identified the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):</p>	<p>3c. Based on the analysis of data, which included Parents/Guardians of students with exceptional needs, we have identified the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale, 1 – Exploration and Research Phase</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p> <p>Building Relationships 1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 2- Beginning Development 2. Rate the LEA’s progress in creating welcoming environments for all families in the community. 2- Beginning Development 3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. 2- Beginning Development</p>	<p>2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability we will continue to increase from the Exploration and Research Phase and Beginning Development to Initial Implementation and Beginning Development.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 1- Exploration and Research Phase</p> <p>The current strength of the LEA lies in the relationships between LCOE, Lassen County Probation, Child and Family Services and the courts. Our students are incarcerated and so the opportunities for family engagement is limited. We will work to develop strategies to increase engagement that will fit the needs of our program.</p> <p>Building Partnerships for Student Outcomes</p> <p>5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>capacity to partner with families.</p> <p>3- Initial Implementation</p> <p>6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.</p> <p>1- Exploration and Research Phase</p> <p>7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p> <p>1- Exploration and Research Phase</p> <p>8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.</p> <p>1- Exploration and Research Phase</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>The LEA's current strength is the relationship that the teaching staff have with the individual students. Our focus will be to identify strategies and activities to improve parent engagement.</p> <p>Seeking Input for Decision Making</p> <p>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 2- Beginning Development</p> <p>10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 2- Beginning Development</p> <p>11. Rate the LEA's progress in providing all families with opportunities to provide</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <p>2- Beginning Development</p> <p>12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</p> <p>2- Beginning Development</p> <p>The LEA strengths are that our stakeholder committee and site council include members from the CALWORK program, Foster Youth and Probation. We will seek to identify parents, guardians, foster family members or group home staff to include in our stakeholder groups to increase engagement.</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Local Metric/Student Engagement/School attendance rates	5A 100% attendance rate for unduplicated students	5A 100% attendance rate for unduplicated students	5A 100% attendance rate for unduplicated students	5A Maintain 100% attendance rate for unduplicated students.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5B 0% unduplicated absenteeism rates	5B 0% unduplicated absenteeism rates	5B 0% unduplicated absenteeism rates	5B Maintain 0% unduplicated absenteeism rates
Priority 5: Local Metric/Middle school dropout rate	5C 0% Middle School Dropout	5C 0% Middle School Dropout	5C 0% Middle School Dropout	5C Maintain 0% Middle School Dropout
Priority 5: Local Metric/Student Engagement/High school dropout rate	5D 0% High School Dropout	5D WE had 1 High School Drop Out	5D 0% High School Dropout	5D Maintain 0% High School Dropout
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	5E Cohort Graduation Rate is 0%. Student still enrolled.	5E 100% Cohort Graduation Rate - We had 2 high school graduates this year.	5E 100% Cohort Graduation Rate	5E Maintain 100% Cohort Graduation Rate
Priority 6: State Indicator/Student Suspension Indicator	6A. Suspension rate is 0% as verified by CALPADS and the California Department of Education	6A 0% Suspension Rate	6A 0% Suspension Rate	6A Maintain 0% Suspension Rate
Priority 6: Local Metric/Expulsion rate	6B. Expulsion rate is 0% as verified by CALPADS and the California Department of Education.	6B 0% Expulsion Rate	6B 0% Expulsion Rate	6B Maintain 0% Expulsion Rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: Local Indicator/Local tool for school climate	6C. Using the results from a student survey, students overall felt respected, supported, and engaged in the school.	6C Using the results from the student survey, students overall felt safe, respected, supported and engaged in the school.	6C. Using the results from a student survey, students overall felt that they were treated fairly, important and could be successful, somewhat respected by each other, safe, supported and engaged, challenged and that expectations were at a high level. One student wrote, "My teacher literally is the best teacher ever. I've learned more from him than any other teacher ever. He made me like learning."	6C. Maintain the overall feeling of respect, support, and engagement.

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

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 Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

A committee of members from the following organizations will meet bimonthly: Lassen Community College, Independent Living Program, Lassen County Social Services, Lassen County Probation, Lassen County Public Health Department, Lassen Family Services, Family Solutions, Lassen County Office of Education, and Promises. This group serves as an adhoc parent committee to our incarcerated youth and provides input and direction to the LCAP. This committee will also complete a survey to include with the parent responses.

2018-19 Actions/Services

A committee of members from the following organizations met bimonthly: Lassen Community College, Independent Living Program, Lassen County Social Services, Lassen County Probation, Lassen County Public Health Department, Lassen Family Services, Family Solutions, Lassen County Office of Education, and Promises. This group serves as an adhoc parent committee to our incarcerated youth and provides input and direction to the LCAP. This committee will also complete a survey to include with the parent responses.

2019-20 Actions/Services

A committee of members from the following organizations will meet bimonthly: Lassen Community College, Independent Living Program, Lassen County Social Services, Lassen County Probation, Lassen County Public Health Department, Lassen Family Services, Family Solutions, Lassen County Office of Education, and Promises. This group serves as an adhoc parent committee to our incarcerated youth and provides input and direction to the LCAP. This committee will also complete a survey to include with the parent responses..

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	0001-0999: Unrestricted: Locally Defined No additional costs incurred	Not Applicable Costs are included in as duties already assigned	Not Applicable Costs are included in as duties already assigned

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)

[Add Students to be Served selection here]

[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
Foster Youth
Low Income**Scope of Services:**

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

Schoolwide

Location(s):

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

Specific Schools: Providence Jr./Sr. High

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Sustain classroom supply budget for student rewards

2018-19 Actions/Services

Sustain classroom supply budget for student rewards

2019-20 Actions/Services

Sustain classroom supply budget for student rewards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500.00	\$500.00	\$1568.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Rewards and Incentives	4000-4999: Books And Supplies Rewards and Incentives	4000-4999: Books And Supplies Rewards and Incentives

Action 3

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[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
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Providence Jr./Sr. High

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Continue (1) day of Mental Health counseling by LCOE staff weekly.

2018-19 Actions/Services

Continue 1 day of Mental Health counseling by LCOE staff weekly.

2019-20 Actions/Services

Continue 1 day of Mental Health counseling by LCOE staff weekly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,965.00	\$11,349.00	\$10,275.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$4628.00	\$5,015.00	\$5,096.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$19,389.00

Percentage to Increase or Improve Services

0.79%

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

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

2019-2020 School Year

Lassen County Office of Education (LCOE) funding under LCFF indicates the estimated Supplemental and Concentration Grant Funding is estimated to be \$ 19,389.00 for the 2019-20 school year. 100% of our student population is 100% unduplicated. In order to improve student achievement targeting the subgroups of low income, Foster Youth, and English Learners, Supplemental and Concentration Funds will be expended school-wide to address the following actions:

Upgrades to the physical environment allows unduplicated students to access educational opportunities in an environment that is nurturing. (Goal 1, Priority 1, Action 1) \$250.00 Supplemental/Concentration

Provide additional professional development to instructional staff to align practices, procedures and curriculum with high performing juvenile court schools. (Goal 1, Priority 2 and 7, Action 4) \$900.00

Providing dual enrollment opportunities through Lassen Community College will increase educational opportunities for our unduplicated students. (Goal 2, Priority 8, Action 3) \$1000.00. Supplemental/Concentration

High school age youth often require additional support in order to be successful in education. Facilitation of anger management classes, coping and life skills, career exploration, CPR/First Aid, and financial literacy will decrease the gap for unduplicated students. (Goal 2, Priority 8, Action 4) \$300.00 Supplemental/Concentration

Sustaining a classroom supply budget for student rewards and incentives allows for the teaching of skills related to a token economy to unduplicated students, which can closely align with real-world application and job skills. (Goal 3, Priority 3, Action 2) \$1568.00
Supplemental/Concentration

By continuing 1 day of Mental Health counseling, unduplicated students, either individually or in group, can work on socially-appropriate skills and stay mentally healthy in order to fully access educational opportunities. (Goal 3, Priority 3, Action 3) \$15,371.00
Supplemental/Concentration

Lassen County Office of Education believes that the above actions are best provided on a school-wide basis and are principally-directed towards unduplicated students. The low numbers of students that we enroll and the transiency of that population require that actions and services allow for providing services for our unique population in a fluid manner. Based on the evaluation of the classes taken and units earned, as well as the student surveys, the data shows that services are effective in continuous improvement in student learning.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$18,776.00

0.78%

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 School Year

Lassen County Office of Education (LCOE) funding under LCFF indicates the estimated Supplemental and Concentration Grant Funding is estimated to be \$18,776.00 for the 2018-19 school year. 100% of our student population is unduplicated. In order to improve student achievement targeting the subgroups of low income, Foster Youth, EL, and Special Education, Supplemental and Concentration Funds will be expended school-wide to address the following actions:

Upgrades to the physical environment allows unduplicated students to access educational opportunities in an environment that is nurturing. (Goal 1, Priority 1, Action 1) \$1000.00 Supplemental/Concentration

The incarcerated population of unduplicated youth enrolled requires that professional development be provided to instructional staff to align practices, procedures, and curriculum more closely with high-performing Juvenile Court Schools in the state, which will increase the achievement of academic and social success for students. (Goal 1, Priority 2, Action 4) \$1,000.00 Supplemental/Concentration

By purchasing additional California State Standards-Based Life Skills curriculum, we are able to meet the needs of our unduplicated students, many of whom are transient and need life skills instruction to provide success academically, as well as in the job skills market and eventually in career pathways.

(Goal 1, Priority 2, Action 5) \$250.00 Supplemental/Concentration

Unduplicated youth have additional challenges in accessing educational opportunities that are available for other students, so the instruction in art therapy will provide a means to understand the Secondary course of study in the areas of psychology and sociology. (Goal 2 , Priority 8, Action 2) \$200.00 Supplemental/Concentration

Allowing dual enrollment opportunities through Lassen Community College will increase educational opportunities for our unduplicated students. (Goal 2 , Priority 8, Action 3) \$450.00 Supplemental/Concentration

Unduplicated high school youth often require additional support in order to be successful in education. Facilitation of anger management classes, coping and life skills, career exploration, CPR/First Aid, and financial literacy will decrease the gap for unduplicated students. (Goal 2 , Priority 8, Action 4) \$300.00 Supplemental/Concentration

Sustaining a classroom supply budget for student rewards and incentives allows for the teaching of skills related to a token economy to unduplicated students, which can closely align with real-world application and job skills. (Goal 3 , Priority 3, Action 2) \$500.00 Supplemental/Concentration

By continuing 1 day of Mental Health counseling, unduplicated students, either individually or in group, can work on socially-appropriate skills and stay mentally healthy in order to fully access educational opportunities. (Goal 3 , Priority 3, Action 3) \$16,364.00 Supplemental/Concentration

Lassen County Office of Education believes that the above actions are best provided on a school-wide basis and are principally-directed towards unduplicated students. The low numbers of students that we enroll and the transiency of that population require that actions and services allow for providing services for our unique population in a fluid manner.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$22,256.00

.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).

2017-18 School Year

Lassen County Office of Education (LCOE) funding under LCFF indicates the estimated Supplemental and Concentration Grant Funding is estimated to be \$22,256.00 for the 2017-18 school year. 100% of our student population is unduplicated. In order to improve student achievement targeting the subgroups of low income, foster youth, EL, and Special Education, Supplemental and Concentration Funds will be expended school-wide to address the following actions

Providing Professional Development opportunities in History-Social Science, while continuing to improve implementation in ELA/ELD and Mathematics, will continue to provide high-quality instruction, with an emphasis on best practices in instruction and the use of standards-aligned, state-adopted instructional materials. (Goal 1, Priority 2, Action 3) \$3,000.00 Supplemental/Concentration

The unique setting and high-risk youth enrollment of the incarcerated population requires that professional development be provided to instructional staff to align practices, procedures, and curriculum more closely with high-performing Juvenile Court Schools in the state, which will increase the achievement of academic and social success for students. (Goal 1, Priority 2, Action 4) \$1,500.00 Supplemental/Concentration

By purchasing additional California State Standards-Based Life Skills curriculum, we are able to meet the needs of our unduplicated students, many of whom are transient and need life skills instruction to provide success academically, as well as in the job skills market and eventually in career pathways.

(Goal 1, Priority 2, Action 5) \$500.00 Supplemental/Concentration

Countywide coordination and facilitation of foster youth services with school districts and agencies will allow an increase in student achievement regardless of which Lassen County School they are enrolled in. (Goal 1, Priority 10, Action 9) \$94,485.00 Foster Youth Grant

Providing tutoring services for foster youth students through an agreement, which allows classroom teachers to provide a continuum of support from classroom to after-school support, allows for increased academic achievement. (Goal 1, Priority 10, Action 10) \$5,000.00 Foster Youth Grant

Additional counseling services to identified foster youth through an independent contractor in the areas of anger management and behavioral health will allow students to continue to make progress academically and socially. (Goal 1, Priority 10, Action 11) \$5,000.00 Foster Youth Grant

Purchase of and use of the "Foster Focus" Software to collect data from all schools and foster agencies. allows a seamless continuum of care throughout the county. (Goal 1, Priority 10, Action 12) \$1,500.00 Foster Youth Grant

Incarcerated youth have additional challenges in accessing educational opportunities that are available for other students, so the instruction in art therapy will provide a means to understand the Secondary course of study in the areas of psychology and sociology. (Goal 2 , Priority 8, Action 2) \$700.00 Supplemental/Concentration

and allowing dual enrollment opportunities for students to take classes through Lassen Community College will increase educational opportunities for our students. (Goal 2 , Priority 8, Action 3) \$1,000.00 Supplemental/Concentration

Coordinate providers and/or curriculum to facilitate anger management classes, coping and life skills, career exploration, CPR/First Aid, and financial literacy. (Goal 2 , Priority 8, Action 4) \$1,000.00 Supplemental/Concentration

A committee of members from the following organizations will meet bimonthly: Lassen Community College, Independent Living Program, Lassen County Social Services, Lassen County Probation, Lassen County Public Health Department, Lassen Family Services, Family Solutions, Lassen County Office of Education, and Promises. This group serves as an adhoc parent committee to our incarcerated youth and provides input and direction to the LCAP. (Goal 3 , Priority 3, Action 1)

Sustaining a classroom supply budget for student rewards and incentives allows for the teaching of skills related to a token economy, which can closely align with real-world application and job skills. (Goal 3 , Priority 3, Action 2) \$1,500.00 Supplemental/Concentration

By continuing (1) day of Mental Health counseling students, either individually or in group, can work on socially-appropriate skills and stay mentally healthy. (Goal 3 , Priority 3, Action 2) \$15,593.00 Supplemental/Concentration

Lassen County Office of Education believes that the above actions are best provided on a school-wide basis and are principally directed towards unduplicated students. The low numbers of students that we enroll and the transiency of that population require that actions and services allow for providing services for our unique population in a fluid manner. The County Office provides services to all Foster Youth county-wide. The coordinator works closely with all schools, and partnering agencies to provide educational, social and emotional support to those students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	145,334.00	153,798.56	151,328.00	146,184.00	147,970.00	445,482.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,250.00	250.00	3,500.00	1,250.00	1,800.00	6,550.00
LCFF	9,500.00	7,500.00	9,500.00	9,500.00	7,500.00	26,500.00
Other	115,270.00	128,017.00	110,985.00	115,270.00	119,281.00	345,536.00
Supplemental and Concentration	19,314.00	18,031.56	26,743.00	20,164.00	19,389.00	66,296.00
Title II	0.00	0.00	600.00	0.00	0.00	600.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	145,334.00	153,798.56	151,328.00	146,184.00	147,970.00	445,482.00
	0.00	0.00	200.00	0.00	0.00	200.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	10,275.00	10,275.00
2000-2999: Classified Personnel Salaries	77,569.00	100,803.00	74,032.00	77,569.00	69,531.00	221,132.00
3000-3999: Employee Benefits	37,565.00	39,065.00	36,046.00	37,565.00	38,346.00	111,957.00
4000-4999: Books And Supplies	1,550.00	630.56	7,700.00	1,700.00	2,518.00	11,918.00
5000-5999: Services And Other Operating Expenditures	9,200.00	2,500.00	10,500.00	9,500.00	7,950.00	27,950.00
5800: Professional/Consulting Services And Operating Expenditures	19,450.00	10,800.00	22,850.00	19,850.00	19,350.00	62,050.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	145,334.00	153,798.56	151,328.00	146,184.00	147,970.00	445,482.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	0.00	0.00	200.00	0.00	0.00	200.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	10,275.00	10,275.00
2000-2999: Classified Personnel Salaries	Other	66,220.00	89,853.00	63,067.00	66,220.00	69,531.00	198,818.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	11,349.00	10,950.00	10,965.00	11,349.00	0.00	22,314.00
3000-3999: Employee Benefits	Other	32,550.00	34,164.00	31,418.00	32,550.00	33,250.00	97,218.00
3000-3999: Employee Benefits	Supplemental and Concentration	5,015.00	4,901.00	4,628.00	5,015.00	5,096.00	14,739.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,550.00	630.56	7,700.00	1,700.00	2,518.00	11,918.00
5000-5999: Services And Other Operating Expenditures	Base	1,000.00	0.00	1,000.00	1,000.00	1,550.00	3,550.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00	0.00	2,000.00	2,000.00	0.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Other	5,000.00	2,500.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	1,200.00	0.00	2,500.00	1,500.00	1,400.00	5,400.00
5800: Professional/Consulting Services And Operating Expenditures	Base	250.00	250.00	2,500.00	250.00	250.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	22,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	11,500.00	1,500.00	11,500.00	11,500.00	11,500.00	34,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	200.00	1,550.00	750.00	600.00	100.00	1,450.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	600.00	0.00	0.00	600.00
Not Applicable	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	Other	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	120,020.00	128,267.00	124,585.00	120,020.00	122,231.00	366,836.00
Goal 2	8,450.00	9,050.00	9,650.00	9,300.00	8,800.00	27,750.00
Goal 3	16,864.00	16,481.56	17,093.00	16,864.00	16,939.00	50,896.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	30,814.00	19,531.56	38,843.00	31,664.00	30,889.00
	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	0.00	0.00	0.00
Other	11,500.00	1,500.00	11,500.00	11,500.00	11,500.00
Supplemental and Concentration	19,314.00	18,031.56	26,743.00	20,164.00	19,389.00
Title II	0.00	0.00	600.00	0.00	0.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	126,270.00	135,767.00	130,085.00	126,270.00	128,831.00
	0.00	0.00	0.00	0.00	0.00
Base	1,250.00	250.00	3,500.00	1,250.00	1,800.00
LCFF	9,500.00	7,500.00	9,500.00	9,500.00	7,500.00
Other	115,270.00	128,017.00	110,985.00	115,270.00	119,281.00
Supplemental and Concentration	250.00	0.00	5,500.00	250.00	250.00
Title II	0.00	0.00	600.00	0.00	0.00