Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LCAP Year □ 2017–18 □ 2018–19 □ 2019–20

LEA Name

Glenn County Office of Education

Contact Name and Title

Tracey Quarne
Superintendent

Email and Phone

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(530) 934-6575 x 3060

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Glenn County Office of Education provides the educational services for all students at Willowglen Court School located within Jane Hahn Juvenile Detention Center in rural Willows, California. Willowglen instructional staff uses Common Core State Standards (CCSS) curriculum, a-g UC certified coursework via Odysseyware online courses, special education supports, ELA and math interventions, along with extensive counseling supports. Students might attend Willowglen Court School anywhere from a minimum of one day up to possibly six months in duration. Willowglen ADA was 8.2 for 2016-17, with classroom attendance regularly between 5-10 students. Glenn County demographics: High School Grads—75.3% of population, Holders of Bachelor’s Degrees—15% of population, Persons in poverty—18% of population, White alone, not Hispanic or Latino—53.0% of population, Hispanic or Latino—40.4% of population

LCAP HIGHLIGHTS

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

All students at Willowglen Court School will be assessed upon entry in: basic reading fluency using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmark Assessment and in math using the California Diagnostic and Placement Tests. Students will be reassessed every 30 days during their placement there, and students who are not at grade level proficiency will be required to attend the Intervention & Credit Recovery period after regular class hours every day. Common Core State Standards lessons are presented daily, not packet work. Students receive weekly College and Career counseling, plus alcohol and other related substance abuse intervention coursework. Interventions, credit recovery and specialized counseling is available for all students, including English language learners (EL), Foster Youth (FY) and Low Income (LI). Due to a CCSS curriculum and a fully functioning PBIS (Positive Behavior Interventions and Supports) program in place, students are graduating from Willowglen and/or returning, and being successful, at their former schools of residence. The LCFF Evaluation Rubrics/Dashboard does not currently include alternative education schools at this time.
**REVIEW OF PERFORMANCE**

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

<table>
<thead>
<tr>
<th>GREATEST PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate:</td>
</tr>
<tr>
<td>Three diplomas granted, including graduation ceremonies.</td>
</tr>
<tr>
<td>Student Engagement:</td>
</tr>
<tr>
<td>Daily interventions and a credit recovery period at the end of the regular school day offered to all students.</td>
</tr>
<tr>
<td>Two students returned to their schools of residence and obtained honor roll status.</td>
</tr>
<tr>
<td>Several continued to attend counseling, workshops and trainings that had been initiated while at Willowglen.</td>
</tr>
<tr>
<td>College/Career Indicators:</td>
</tr>
<tr>
<td>Odysseyware online courses available all students for UC a-g courses, CTE courses, general electives and hundreds more.</td>
</tr>
<tr>
<td>Youth Employment Service (YES) program certifications: food handlers, CPR, OSHA back safety, etc.</td>
</tr>
<tr>
<td>Weekly college and career instruction for all students from a credentialed bi-lingual academic counselor.</td>
</tr>
<tr>
<td>There are currently no LCFF Evaluation Rubrics/Dashboard indicators for alternative education schools at this time.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>GREATEST NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of Willowglen's greatest needs is assuring that all students are performing at grade level. Students often attend Willowglen for extremely short intervals of time, thereby making long range academic goals rather difficult. Continued interventions and credit recovery will always be a high priority and offered to every student in attendance.</td>
</tr>
<tr>
<td>There are currently no LCFF Evaluation Rubrics/Dashboard indicators for alternative education schools at this time.</td>
</tr>
<tr>
<td>Local assessments to improve proficiency are as follows and need to be done nearly weekly due to the constantly transitioning students:</td>
</tr>
<tr>
<td>ELA-- DIBELS reading fluency assessments to monitor grade level literacy proficiency.</td>
</tr>
<tr>
<td>Math--California Diagnostic and Placement Tests to assess grade level mathematics skills.</td>
</tr>
<tr>
<td>Course/credit completion rates need to be reviewed weekly.</td>
</tr>
</tbody>
</table>
Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE GAPS**

There are currently no LCFF Evaluation Rubrics/Dashboard indicators for alternative education schools at this time. However, with that being said, continued interventions and credit recovery will always be a high priority and offered to every student in attendance no matter how short their enrollment. Local performance assessments for basic and grade level proficiency will continue to target those students requiring interventions and credit recovery in the afternoons after the regular instructional day. A performance gap area of concern is that students are very transitional here, and their proficiency levels from their previous schools are always in flux.

**INCREASED OR IMPROVED SERVICES**

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

The improved and increased services have been addressed previously in this report in regards to the credit recovery and intervention period at the end of the day for all students.

One on one tutoring after lunch everyday in: Reading and Math.

Life Skills/resiliency instruction available throughout the school-week and drug, alcohol and family counseling available outside of the instructional day.

PBIS--Positive Behavior Intervention and Support: rules are reviewed daily, students set daily goals for themselves every morning and then self-assess themselves at the end of the day, individual as well as group rewards are always attainable, plus additional support services.

**BUDGET SUMMARY**

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year</td>
<td>$22,365,210</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$165,500.00</td>
</tr>
</tbody>
</table>

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

1. Salaries and benefits for administrator $69,210
2. Administrative assistant salary and benefits $36,804
3. SELPA Excess Cost/NPS $10,079
4. Indirect admin support $24,616

$5,368,161. Total Projected LCFF Revenues for LCAP Year
**Goal 1**

It is the goal of Willowglen to provide county-wide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success.

<table>
<thead>
<tr>
<th>State</th>
<th>COE</th>
<th>Local</th>
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<tbody>
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</tbody>
</table>

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

Students will have instructors who are qualified to teach subject matter, specialized populations, and who have had training in meeting their needs.

Access to Basic Services as measured by:
- yearly confirmation of teacher placement in classrooms to affirm that teachers and staff are appropriately assigned and credentialed.
- classrooms have sufficient instructional materials as verified by Williams Report and textbooks of CCSS aligned materials as verified through county board of education adoption.
- teacher participation in ELD, FY, PBIS, trainings
- facilities in good repair according to FIT
- yearly SARC report

Instructors and support staff to be fully trained in CCSS, ELD and NGSS, as well as need for teachers and support staff to collaborate on review of IEP’s, and students academic plans and goals. Implementation of CCSS in all classrooms as measured by:
- participation of teachers in GCOE CCSS, ELD, NGSS professional development
- review of IEP and academic plans and goals for students

Broad course of study and course access as measured by:
- use of technology in all classes
- student enrollment in tutoring or intervention services
- review of IEP and academic plans and goals

**ACTUAL**

Students received daily instruction from credentialed educators, including summer school staff, that were highly qualified for specialized populations.

Basic Service Data:
- GCOE credential analyst confirmed all teaching staff appropriately assigned.
- Board adopted CCSS materials available for every student in CCSS aligned courses, including online courses.
- Teacher attended four trainings on PBIS, and one training each on ELD and FY.
- FIT report filed by Assistant Superintendent, all categories positive and in good repair
- SARC report filed with CDE, and data provided improvements in graduation rates, and reduction in PBIS referrals.

Professional Development:
- Staff needs additional professional development on NGSS
- Staff attended 4 transition meetings/trainings on IEP Accommodations and Modification implementation.

Course access for all students:
- all students had access to online a-g courses as well as CTE courses via Odysseyware during credit recovery period
- all students received intervention and tutoring during credit recovery time if warranted
- all students received either ILP plans with goals and services, and/or IEP guided plans with goals and services for those recognized students
## 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>PLANNED</strong></td>
<td>Staff training on Common Core, Positive Behavior Intervention &amp; Support, and use of Technology</td>
</tr>
<tr>
<td><strong>ACTUAL</strong></td>
<td>100% of staff attended Common to the Core Day, staff attends the regular professional development for PBIS and regular use of technology/Odysseyware.</td>
</tr>
<tr>
<td><strong>BUDGETED</strong></td>
<td>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $7,300</td>
</tr>
<tr>
<td><strong>ESTIMATED ACTUAL</strong></td>
<td>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>2</th>
</tr>
</thead>
</table>
| **PLANNED** | Staff will be trained on:  
  a. Next Generation Science Standards implementation  
  b. Embedding ELD standards for English Learner's success  
  c. Implementation of Career Technical Education standards and Transition plans for all students  
  d. Aligning IEP goals to CCSS |
| **ACTUAL** | Due to juvenile hall safety constraints, lab science is nearly non-existent, rendering the UC a-g portion of NGSS moot in that environment.  
ELD standards are regularly addressed in class and in credit recovery/intervention class at the end of the regular instructional day.  
CTE courses and certifications occur via classroom, kitchen, Odysseyware and YES programs.  
All IEP goals are always aligned to CCSS whenever possible or stated in their IEP itself. |
| **BUDGETED** | Professional Development 5000-5999: Services And Other Operating Expenditures Title I $1,200 |
| **ESTIMATED ACTUAL** | Professional Development/ Odysseyware courses 5000-5999: Services And Other Operating Expenditures Title I $4,500 |

<table>
<thead>
<tr>
<th>Action</th>
<th>3</th>
</tr>
</thead>
</table>
| **PLANNED** | All students will:  
  a. be taught by fully credentialed, highly qualified teachers  
  b. have access to current standards aligned materials |
| **ACTUAL** | Willowglen staff is 100% credentialed in all core course subject matter.  
All students have access to CCSS textbooks and materials. |
| **BUDGETED** | |
| **ESTIMATED ACTUAL** | |
c. be taught by teachers who are trained in serving the diverse needs of special populations

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel 1000-1999: Certificated Personnel Salaries Base</td>
<td>$48,500</td>
<td>Teacher/personnel, salaries and benefits 1000-1999: Certificated Personnel Salaries Base $75,000</td>
</tr>
<tr>
<td>Materials and Supplies 4000-4999: Books And Supplies Common Core Standards Implementation Funds</td>
<td>$5,500</td>
<td>Teacher/personnel salaries and benefits (partial salary comes from Title 1 Delinquent dollars) 1000-1999: Certificated Personnel Salaries Title I $18,000</td>
</tr>
<tr>
<td>Personnel 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</td>
<td>$32,200</td>
<td>Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration $100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Counselor/ Personnel 1000-1999: Certificated Personnel Salaries Title I $26,000</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Describe the overall implementation of the actions/services to achieve the articulated goal.</th>
<th>Highly qualified staff leads to better student engagement. Staff that have been trained to teach and counsel at-risk youth, make greater educational connections and relationships with the students of greatest need.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</td>
<td>Students who attend Willowglen for 30 days or more, and who attend the credit intervention period, have all shown improvement in their reading scores, and some have shown growth in their math skills as well. Due to the transitional nature of court school students, we are still in the developmental stages of creating an accurate metric for these goals. Some long term students are court ordered to remain at Willowglen until the completion of their credits/graduation diploma.</td>
</tr>
</tbody>
</table>

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.**

1. There was more Common Core & PBIS professional development available the previous year than this academic year.
2. Online Odysseyware courses were paid for in this area due to the ELD and CTE criteria.
3. All the credentialed teacher’s salary was included as well as the academic counselor’s salary.
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.

After careful analysis, we ascertained that no material changes were necessary to our previous year's goals. We will be consistently monitoring student achievement and evaluating our plan and making changes as necessary.
Annual Update  
LCAP Year Reviewed:  2016-17

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 | It is the goal of Willowglen to guarantee academic achievement county-wide by ensuring that all systems are culturally and linguistically responsive to the needs of all students including Foster Youth, English learners, economically disadvantaged and expelled students. |

| State and/or Local Priorities Addressed by this goal: |

<table>
<thead>
<tr>
<th>Expected</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Pupil Achievement and Other Pupil Outcomes as measured by:</td>
<td>Increased Pupil Achievement and Other Pupil Outcomes as measured by:</td>
</tr>
<tr>
<td>a. review of CELDT, ALPI (Alternate Language Proficiency Instrument) data for EL’s</td>
<td>a. annual review of CELDT and ALPI (Alternate Language Proficiency Instrument) data for EL’s</td>
</tr>
<tr>
<td>b. review of achievement test data as available</td>
<td>b. reviewed achievement test data as it became available</td>
</tr>
<tr>
<td>c. tracking and monitoring academic goals and objectives on IEP’s.</td>
<td>c. continuous tracking and monitoring of academic goals and objectives on IEP’s.</td>
</tr>
<tr>
<td>d. instructor and staff reports and tracking of students eligible for AP course work or who fit EAP determination.</td>
<td>d. annual instructor and staff reported and tracked students eligible for AP course work or who fit EAP determination.</td>
</tr>
<tr>
<td>e. Percentage of students enrolled in A-G coursework/CTE programs does NOT apply to Glenn Juvenile Court school students as Willowglen is not accredited and students follow transitional programming.</td>
<td>e. Percentage of students enrolled in A-G coursework/CTE programs does NOT apply to Glenn Juvenile Court school students as Willowglen is not accredited and students follow transitional programming.</td>
</tr>
<tr>
<td>f. Willowglen meets the mandate to test students for EL status - however, there is no EL reclassification rate for Willowglen as Reclassification is coordinated at the student's district of residence upon re-entry..</td>
<td>f. Willowglen meets the mandate to test students for EL status - however, there is no EL reclassification rate for Willowglen as Reclassification is coordinated at the student's district of residence upon re-entry..</td>
</tr>
</tbody>
</table>

Greater Countywide Services to Foster Youth as measured by: |
| Greater Countywide Services to Foster Youth as measured by: |
| a. increased participation in tutoring services | a. daily accessibility to one on one tutoring services |
| b. additional mentors/ liaisons for FY | b. additional mentors/ liaisons for FY (through GCOE liaisons) |
| c. monitoring placement and transition plan for academic success of FY | c. monitoring placement and transition plan for academic success of FY (through GCOE) |
| d. additional attention to expeditious transfer of of health and education records as well as timely attendance, progress and status reports to child welfare agencies. | d. additional attention to expeditious transfer of of health and education records as well as timely attendance, progress and status reports to child welfare agencies. |

Greater Countywide Services for Expelled Pupils as measured by: |
| Greater Countywide Services for Expelled Pupils as measured by: |
| a. monitoring expelled students regularly | a. monitoring expelled students regularly |
| b. feedback from district partners | b. feedback from district partners |
| c. coordination of prevention and intervention plans | c. coordination of prevention and intervention plans |
Greater Countywide Services for Expelled Pupils as measured by:
- monitoring expelled students regularly
- feedback from district partners
- coordination of prevention and intervention plans

**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.

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
</table>
| 1      | a. English Learners in all programs will be given CELDT or ALPI (Alternate Language Proficiency Instrument) for intervention and reclassification.  
b. SBAC, CAPA proficiency monitoring  
c. Completion of yearly IEP goals and objectives  
d. CASEY Life Skills Survey for transition planning | a. CELDT and/or ALPI was given in the fall as required by law  
b. SBAC/CAASPP results were evaluated and ILP were guided as needed  
c. IEP goals and objectives are assessed and updated annually  
d. CASEY surveys were not given this year as a new survey is currently being adopted |

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement and Proficiency testing 5000-5999: Services And Other Operating Expenditures Supplemental</td>
<td>$4,300</td>
<td>Achievement and Proficiency testing 2000-2999: Classified Personnel Salaries Supplemental and Concentration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
</table>
| 2      | GCOE will provide services to Foster Youth by:  
a. Coordinating FY services by training and providing mentors/liaisons to each school district  
b. Leading student involved Team Decision Making meetings with inter-agency partners for FY advocacy  
c. Collecting quarterly grades for all FY for tutoring services placement  
d. Create individualized goals and educational plan for each FY in county. | Foster Youth services continue to be a high priority at Willowglen school. All FY services are provided through the GCOE Foster Youth Program and Coordinator. |
e. Foster Youth Liaison assigned to coordinate services between Probation, Juvenile Court, Willowglen staff, Behavioral Health and medical services.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel 2000-2999: Classified Personnel Salaries Supplemental</td>
<td>$5,600</td>
<td></td>
</tr>
<tr>
<td>Indirect Costs and Services 7000-7439: Other Outgo Supplemental and Concentration</td>
<td>$5,000</td>
<td></td>
</tr>
</tbody>
</table>

**Action 3**

**Actions/Services**

GCOE will provide services to expelled students by:

a. Coordinating placement options between district partners
b. Creating an expulsion prevention plan with appropriate interventions

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countywide Coordination 5000-5999: Services And Other Operating Expenditures</td>
<td>$3,200</td>
<td></td>
</tr>
<tr>
<td>Countywide Coordination 7000-7439: Other Outgo Supplemental and Concentration</td>
<td>$1,000</td>
<td></td>
</tr>
</tbody>
</table>

**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.

1. EL assessments continue annually as required by law.
2. GCOE maintains an active Foster Youth Program throughout the county.
3. The expelled students policy remains in effect throughout all the schools of Glenn County.

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

Due to the transitional nature of court school students, we are still in the developmental stages of creating an accurate metric for measuring these goals, other than DIBELS for grade level proficiency for reading and math.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between what was budgeted and what was actually spent.

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.

There are no expected changes at this time, but we will be vigilant in making alterations wherever needed.
**Goal 3**

Ensure that Willowglen has a safe, welcoming and inclusive classroom climate for all students and their families, so that all students county-wide will be in class ready to learn.

<table>
<thead>
<tr>
<th>State and/or Local Priorities Addressed by this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

Increased Parent Involvement as measured by:
- a. attendance in IEP and AAM meetings
- b. outreach on new GCOE website in English and Spanish
- c. attendance at school site council meetings

Positive and increased Pupil Engagement and School Climate as measured by:
- a. feedback from students on Healthy Kids Survey
- b. student and staff participation in Bullying Awareness and prevention efforts
- c. implementation of Tier 1-3 Behavior Supports
- d. Increased supports and services for Foster Youth

Increased school safety as measured by:
- a. student and parent surveys
- b. teacher and staff participation in safety training for locked facilities
- c. Staff and instructor participation in professional development activities related to psychological and mental health issues of students in locked facilities.
- d. facilities in good repair according to FIT

Increased attendance and completion as measured by:
- a. attendance and graduation reports. (Court school has mandated 100% attendance. There are no drop outs at any grade level, no unexcused absences, no suspensions or expulsions.)

**ACTUAL**

Increased Parent Involvement as measured by:
- a. attendance at IEP meetings, and AAM meetings no longer in effect, but parents always invited to SSC meetings
- b. outreach on new GCOE website in English and continually be updated toward 100% Spanish
- c. attendance at school site council meetings

Positive and increased Pupil Engagement and School Climate as measured by:
- a. feedback from students on Healthy Kids Survey
- b. student and staff participation in Bullying Awareness and prevention efforts (included in PBIS)
- c. implementation of Tier 1-3 Behavior Supports
- d. Increased supports and services for Foster Youth (whenever appropriate and available)

Increased school safety as measured by:
- a. student and parent surveys
- b. teacher and staff participation in safety training for locked facilities
- c. Staff and instructor participation in professional development activities related to psychological and mental health issues of students in locked facilities.
- d. facilities in continued to be in good repair according to FIT

Increased attendance and completion as measured by:
- a. attendance and graduation reports. (Court school has mandated 100% attendance. There are no drop outs at any grade level, no unexcused absences, no suspensions or expulsions.)
b. staff coordination to insure that any health or mental health needs are provided for students promptly by juvenile justice staff.
c. reports from instructor and counseling staff preparation of student graduation plans.

### 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.

<table>
<thead>
<tr>
<th>Action</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **PLANNED** | Increased parent engagement
a. Invitation to School Site Council (Willowglen Court School, FY)
b. Participation in IEP, Academic Advising meetings (Willowglen, Sp Ed, FY)
c. Ongoing communication and outreach from GCOE staff regarding student achievement and available county resources and opportunities. | **ACTUAL** | Increased parent engagement
a. Parents continue to be notified and invited to School Site Council meetings (Willowglen Court School, FY)
b. Parents continue to participate in IEP meetings (Willowglen, Sp Ed, FY)
c. Ongoing communication/mailers and outreach from GCOE staff regarding student achievement and available county resources and opportunities continue to be made available |
| **Expenditures** | Outreach activities 5000-5999: Services And Other Operating Expenditures Supplemental $300 | **ESTIMATED ACTUAL** | Outreach activities 4000-4999: Books And Supplies Supplemental and Concentration $500 |
| **Action** |  |
| **2**  |  |
| **Actions/Services** | Increased student engagement and positive school Climate
a. All students will have access to Tier 1 Behavior supports
b. Implementation of Tier 2 and 3 RTI support for students as needed
c. Use of PBIS (Positive Behavior Interventions)
d. Staff and students access to Bullying awareness and prevention
e. FY advocacy will include remaining at school of origin | **ACTUAL** | Increased student engagement and positive school Climate
a. All students had access to Tier 1 Behavior supports (PBIS)
b. Implementation of Tier 2 and 3 RTI support for students as needed
c. Daily use of PBIS (Positive Behavior Interventions)
d. Staff and students access to Bullying awareness and prevention (weekly)
e. FY advocacy will include remaining at school of origin |
<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental</td>
<td>$4,300</td>
<td></td>
</tr>
<tr>
<td>Personnel 1000-1999: Certificated Personnel Salaries Supplemental</td>
<td>$3,000</td>
<td>$4,300</td>
</tr>
<tr>
<td>Professional Development (PBIS) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</td>
<td>$500</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

**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.

| | Families are kept informed of Willowglen parent meetings welcoming their comments and input. The Willowglen classroom is clean, orderly and welcoming. Staff is informed and trained in specific at-risk student needs and counseling. The FIT inspection spreadsheet is completed annually by non-classroom personnel to insure impartiality. |
| Describe the overall implementation of the actions/services to achieve the articulated goal. | |
| | There have been zero Williams Act complaints and we maintain this goal. Parent participation in School Site Council is always welcomed ensuring that Willowglen families have a voice in the LCAP and other school and county wide programs. |
| 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. | The only differences between budgeted and estimated expenditures for the next LCAP year is less for PBIS professional development. The program is in place and needs less developmental trainings now. |
| 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. | The DIBELS and Odysseyware reading diagnostic assessments have replaced the Renaissance Assessment system, due to cost and more user friendly. Based on these results, the data collected then drives the status of students in the intervention credit recovery period at the end of the academic day. |
Stakeholder Engagement

LCAP Year: 2017–18

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?

Glenn County Office of Education stakeholders were invited to contribute to the formation of the GCOE LCAP in the following ways:

1. Informational / invitation flyers were given to parents of Willowglen Court School students weekly, in regards to all upcoming Parent Advisory Council/school site council meetings between September 2016 and May 2017. Willowglen Court School Parent Advisory Council attends the Willowglen/Wm. Finch Charter School (both alternative education schools) joint School Site Council this year in an effort to gain even greater county-wide stakeholder involvement.

2. Electronic and paper surveys were given to Willowglen Court School staff, probation/facility staff, parents, and students. Other stakeholder/community members included in the survey were: Glenn County Board of Education members. Surveys were distributed between January 13 and February 3, 2017.

3. Discussion of LCAP Priorities at Willowglen staff meetings: August 26, 2016 through May 15, 2017 which included county-wide representatives from Special Education, Probation and Mental Health.

4. Discussion of LCAP Priorities, at county-wide SELPA meetings and District Superintendents meetings September, 2016 and May 2017 which included representatives from CTA, CSEA, Foster Youth, district administrators, SELPA, GCOE staff.

5. The Willowglen Counselor held student discussion sessions, including foster youth, to discuss LCAP priorities each Friday.

6. GCOE staff received input at monthly SELPA and Superintendent’s meetings August 2016 - April 2017 from district superintendents and administrators on GCOE Regional services including Special Education, Court School, Expelled Students, and Foster Youth.

7. GCOE Foster Youth Services Coordinator was consulted regarding any updates, input and/or recommendations towards the LCFF process regarding advocacy for foster youth.

8. Input and discussion of state priorities occurred at School Site Council meetings on: September 29, November 10, 2016 and January 19, March 16, 2017. The final LCAP approval was at the School Site Council meeting on June 8, 2017.

1. Information and invitation flyers were given to parents of Willowglen Court School students for the quarterly School Site Council meetings between September 2016 and April 2017.

2. Electronic and paper surveys were given to Willowglen Court School staff, Probation/facility staff, parents, students and interested community members. Survey results on LCAP Priorities were compiled March and April 2017.

3. Continued discussions of LCAP Priorities at Willowglen staff meetings August 2016 through May 2017 which included representatives from Special Education, Probation and Mental Health.

4. Regular discussion of LCAP Priorities, including implementation of PBIS (Positive Behavioral Intervention System).

5. GCOE staff received input at monthly SELPA and Superintendent’s meetings September 2016 - April 2017 from district superintendents and administrators on GCOE Regional services including Special Education, Court School, SARB/Truancy officer, and Foster Youth.
6. Student discussion groups, facilitated by the Willowglen counselor were held weekly with all students, including EL students and foster youth to discuss LCAP Priorities.

7. Discussion of LCAP Priorities at Special Education and PBIS trainings regarding student engagement components.

8. LCAP survey results and progress report given to the GCBE Board on March 8, 2017.

9. School Site Council met March 16, 2017 to review survey results and information from school staff to consider changes to the LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

<table>
<thead>
<tr>
<th>All Stakeholder consultations and input impacted the changes and the LCAP actions and services for the coming year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention services for unique learners; which led to the reconstructed Credit Recovery/Intervention period after school and regular weekly help from special education services</td>
</tr>
<tr>
<td>The need for more/greater college and career readiness; additional seats were purchased for the online Odysseyware program and continued access to obtain a food handlers license</td>
</tr>
<tr>
<td>Maintain a safe and positive learning environment; continued participation &amp; training in the PBIS program</td>
</tr>
<tr>
<td>Highly qualified teacher; teacher maintained his VPSS credentials in all core subjects</td>
</tr>
<tr>
<td>Foster Youth and young parent education and services needed; FY and Teen Parenting liaisons visited the school to work with specific youth at least monthly, if not more</td>
</tr>
<tr>
<td>Students needed academic and mental health counseling; a bi-lingual Tier 1 Mental Health &amp; Academic Counselor was made available to students every Friday</td>
</tr>
<tr>
<td>Students required more and safer physical education equipment; new items purchased--yoga mats, volleyballs, basketballs, footballs</td>
</tr>
</tbody>
</table>

Flyers have created increased interest in and awareness of Parent Advisory Council and School Site Council meetings for parents and other stakeholders connected to both Willowglen and Wm. Finch Charter School.

Survey results confirmed that most current LCAP goals continue to be high priorities including safety, services to unique learners, college and career readiness, positive learning environment, qualified teachers, and high expectations for all.

Review of attendance records for returning students, assessments, PBIS workshops, foster youth requirements, special education needs, and achievement data discussed.

Positive progress was made in the areas of Special Education transitions, academic counseling and an EL intervention program as well as entering Tier 2 in the PBIS implementation process.

GCOE is revising the Countywide Plan for Expelled Youth. SARB, with an active Truancy Officer, is being reinstated and updated partnerships are being created county-wide as a result from our stakeholders.

Foster Youth liaison positions are being fulfilled at each school. Willowglen Court school has established a liaison for its Foster Youth and is making progress in expanding transition services for its Foster Youth.

Each state priority for COE’s was discussed and input given to update LCAP goals. Significant student engagement gains with the progression to Tier 2 in the PBIS program.

Staff recognition of significant student engagement gains with the progression to Tier 2 of the PBIS program.

Information presented generated a few clarifying questions and comments from the Board.

Discussions included Parent Advisory Council and School Site Council bylaws and membership changes, survey results with some corrections, and the change in Willowglen staff and leadership for the 2016-2017 school year. Progress was noted in several areas and it was determined that some of last year's goals could be reorganized to expand certain focus areas and/or condensed as those needs change.
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.

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

**Goal 1**

It is the goal of Willowglen to provide county-wide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success.

**State and/or Local Priorities Addressed by this goal:**

<table>
<thead>
<tr>
<th>STATE</th>
<th>COE</th>
<th>LOCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
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<tr>
<td>2</td>
<td>10</td>
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<td>8</td>
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</tr>
</tbody>
</table>

**Identified Need**

- Need for instructors with qualifications and training to work with special populations at Court School as well as knowledgeable regarding CCSS methods and materials.
- Need for instructors and support staff to be fully trained in CCSS, ELD and NGSS as well as need for teachers and support staff to collaborate on review of IEP's, and students academic plans and goals.
- Need for students to be prepared academically and technologically for new/next school placement, college or the workplace.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Local Indicator/Teacher credential</td>
<td>Teacher and paraprofessional are 100% appropriately credentialed and trained.</td>
<td>100% of students will have instructors who are qualified to teach subject matter, specialized populations, and who have had training in meeting their needs. Access to Basic Services as measured by: a.yearly confirmation of teacher placement in classrooms to affirm that teachers and staff are appropriately assigned and credentialed.</td>
<td>100% of students will have instructors who are qualified to teach subject matter, specialized populations, and who have had training in meeting their needs. Access to Basic Services as measured by: a.yearly confirmation of teacher placement in classrooms to affirm that teachers and staff are appropriately assigned and credentialed.</td>
<td>100% of students will have instructors who are qualified to teach subject matter, specialized populations, and who have had training in meeting their needs. Access to Basic Services as measured by: a.yearly confirmation of teacher placement in classrooms to affirm that teachers and staff are appropriately assigned and credentialed.</td>
</tr>
<tr>
<td>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</td>
<td>100% CCSS adopted materials and coursework available daily.</td>
<td>90% of instructors and support staff to be fully trained in CCSS, ELD and NGSS, as well as need for teachers and support staff to collaborate on review of IEP's, and students academic plans and goals. Implementation of CCSS in all classrooms as measured by: a. participation of teachers in GCOE CCSS, ELD, NGSS professional development b. review of IEP and academic plans and goals for students</td>
<td>95% of instructors and support staff to be fully trained in CCSS, ELD and NGSS, as well as need for teachers and support staff to collaborate on review of IEP's, and students academic plans and goals. Implementation of CCSS in all classrooms as measured by: a. participation of teachers in GCOE CCSS, ELD, NGSS professional development b. review of IEP and academic plans and goals for students</td>
<td>100% of instructors and support staff to be fully trained in CCSS, ELD and NGSS, as well as need for teachers and support staff to collaborate on review of IEP's, and students academic plans and goals. Implementation of CCSS in all classrooms as measured by: a. participation of teachers in GCOE CCSS, ELD, NGSS professional development b. review of IEP and academic plans and goals for students</td>
</tr>
<tr>
<td>Priority 7: Local Metric/A broad course of study</td>
<td>64% of students are on track to graduate, and enrolled in a broad course of study.</td>
<td>70% of students will be enrolled in a broad course of study and course access as measured by: a. 90% use of technology in all classes b. student enrollment in tutoring or intervention services c. review of IEP and academic plans and goals</td>
<td>75% of students will be enrolled in a broad course of study and course access as measured by: a. 95% use of technology in all classes b. student enrollment in tutoring or intervention services c. review of IEP and academic plans and goals</td>
<td>80% will be enrolled in a broad course of study and course access as measured by: a. 100% use of technology in all classes b. student enrollment in tutoring or intervention services c. review of IEP and academic plans and goals</td>
</tr>
<tr>
<td>Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)</td>
<td>100% of students are assessed: using the DIBELS diagnostic assessments, 55% are &quot;at grade level&quot; for Reading and Math.</td>
<td>65% of students will be &quot;at grade level&quot; proficiency in Reading and Math using the DIBELS assessment.</td>
<td>70% of students will be &quot;at grade level&quot; proficiency in Reading and Math using the DIBELS assessment.</td>
<td>75% of students will be &quot;at grade level&quot; proficiency in Reading and Math using the DIBELS assessment.</td>
</tr>
<tr>
<td>Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)</td>
<td>100% of expelled students county wide receive ongoing academic services.</td>
<td>100% of expelled students county wide receive ongoing academic services.</td>
<td>100% of expelled students county wide receive ongoing academic services.</td>
<td>100% of expelled students county wide receive ongoing academic services.</td>
</tr>
<tr>
<td>Priority 10: Coordination of Services for Foster Youth (COE Only)</td>
<td>100% of the Foster Youth receive monthly services for academic and behavioral success.</td>
<td>100% of the Foster Youth receive monthly services for academic and behavioral success.</td>
<td>100% of the Foster Youth receive monthly services for academic and behavioral success.</td>
<td>100% of the Foster Youth receive monthly services for academic and behavioral success.</td>
</tr>
<tr>
<td>Priority 1: Local Indicator/Instructional materials</td>
<td>100% of students have access to Common Core instructional materials.</td>
<td>100% of students have access to Common Core instructional materials.</td>
<td>100% of students have access to Common Core instructional materials.</td>
<td>100% of students have access to Common Core instructional materials.</td>
</tr>
</tbody>
</table>
### Priority 1: Local Indicator/Facilities in good repair
- Facilities Inspection Tool (FIT) form assessment performed annually, rated exemplary
- Facilities Inspection Tool (FIT) form assessment performed annually, maintain "exemplary" rating
- Facilities Inspection Tool (FIT) form assessment performed annually, maintain "exemplary" rating

### Priority 2: Local Indicator/Implementation of State Standards/ELD
- 80% of students tested using CELDT assessment are at the Intermediate level
- 90% at Intermediate level, 20% at Early Advanced level
- 100% at Intermediate level, 30% at Early Advanced level

### Priority 7: State Indicator/College/ Career Indicator (HS only)
- 20% of students complete UC a-g and CTE courses via Odysseyware online coursework.
- 30% of students complete UC a-g and CTE courses via Odysseyware online coursework.
- 40% of students complete UC a-g and CTE courses via Odysseyware online coursework.
- 50% of students complete UC a-g and CTE courses via Odysseyware online coursework.

### Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils
- School wide credit recovery, career development and intervention classes open everyday regular school hours.
- 100% of students (including EL, FY and LI) may attend the credit recovery, career development and intervention classes.
- 100% of students (including EL, FY and LI) may attend the credit recovery, career development and intervention classes.
- 100% of students (including EL, FY and LI) may attend the credit recovery, career development and intervention classes.

### Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs
- 100% of exceptional needs students receive services to meet their IEP goals.
- 100% of exceptional needs students receive services to meet their IEP goals.
- 100% of exceptional needs students receive services to meet their IEP goals.
- 100% of exceptional needs students receive services to meet their IEP goals.

### Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)
- PBIS (Positive Behavior Intervention Supports) reviewed daily, and referrals at 5 or less per day.
- PBIS (Positive Behavior Intervention Supports) reviewed daily, and referrals at 4 or less per day.
- PBIS (Positive Behavior Intervention Supports) reviewed daily, and referrals at 3 or less per day.
- PBIS (Positive Behavior Intervention Supports) reviewed daily, and referrals at 2 or less per day.

### 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:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ All ☐ Students with Disabilities ☐</td>
<td>☐ All Schools ☒ Specific Schools: Willowglen ☐</td>
</tr>
</tbody>
</table>

OR

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

### Scope of Services
- LEA-wide
- Schoolwide
- OR
- Limited to Unduplicated Student Group(s)

### Location(s)
- All Schools
- Specific Schools:
- Specific Grade spans:

#### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New</td>
<td>New</td>
<td>New</td>
</tr>
<tr>
<td></td>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
<tr>
<td></td>
<td>UNCHANGED</td>
<td>UNCHANGED</td>
<td>UNCHANGED</td>
</tr>
</tbody>
</table>

Staff training on Common Core, Positive Behavior Intervention & Support, and use of Technology

#### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4,000</td>
<td>$4,500</td>
<td>$5,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
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<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures Professional Development</td>
<td>5000-5999: Services And Other Operating Expenditures Professional Development</td>
<td>5000-5999: Services And Other Operating Expenditures Professional Development</td>
</tr>
</tbody>
</table>

**Action** 2

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

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students to be Served</td>
<td>All</td>
<td>Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Location(s)</td>
<td>All Schools</td>
<td>Specific Schools: Willowglen</td>
<td>Specific Grade spans:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students to be Served</td>
<td>English Learners</td>
<td>Foster Youth</td>
<td>Low Income</td>
</tr>
</tbody>
</table>
## Scope of Services
- [ ] LEA-wide
- [ ] Schoolwide
- [x] Limited to Unduplicated Student Group(s)

### Location(s)
- [ ] All Schools
- [x] Specific Schools:
  - [ ] Willowglen
- [ ] Specific Grade spans:

## ACTIONS/SERVICES

### 2017-18
- [ ] New
- [ ] Modified
- [x] Unchanged

**Staff will be trained on:**
- a. Next Generation Science Standards implementation
- b. Embedding ELD standards for English Learner's success
- c. Implementation of Career Technical Education standards and Transition plans for all students
- d. Aligning IEP goals to CCSS

### 2018-19
- [ ] New
- [ ] Modified
- [x] Unchanged

**Staff will be trained on:**
- a. Next Generation Science Standards implementation
- b. Embedding ELD standards for English Language Learner's success
- c. Implementation of Career Technical Education standards and Transition plans for all students
- d. Aligning IEP goals to CCSS

### 2019-20
- [ ] New
- [ ] Modified
- [x] Unchanged

**Staff will be trained on:**
- a. Next Generation Science Standards implementation
- b. Embedding ELD standards for English Language Learner's success
- c. Implementation of Career Technical Education standards and Transition plans for all students
- d. Aligning IEP goals to CCSS

## BUDGETED EXPENDITURES

### 2017-18
- **Amount**: $4,500
- **Source**: Title I
- **Budget Reference**: 5000-5999: Services And Other Operating Expenditures Professional Development

### 2018-19
- **Amount**: $5,000
- **Source**: Title I
- **Budget Reference**: 5000-5999: Services And Other Operating Expenditures Professional Development

### 2019-20
- **Amount**: $5,500
- **Source**: Title I
- **Budget Reference**: 5000-5999: Services And Other Operating Expenditures Professional Development

### Action
- **3**

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

- [ ] All
- [ ] Students with Disabilities

### Location(s)
- [ ] All Schools
- [x] Specific Schools: Willowglen
- [ ] Specific Grade spans:

OR

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

### Scope of Services
- LEA-wide
- Schoolwide
- Limited to Unduplicated Student Group(s)

### Location(s)
- All Schools
- Specific Schools:
- Specific Grade spans:

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
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<tbody>
<tr>
<td>2017-18</td>
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<td>2018-19</td>
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<tr>
<td>2019-20</td>
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</tr>
</tbody>
</table>

All students will:
- be taught by fully credentialed, highly qualified teachers
- have access to current standards aligned materials
- be taught by teachers who are trained in serving the diverse needs of special populations

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$76,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries Teacher</td>
</tr>
<tr>
<td></td>
<td>$18,000</td>
<td>Title I</td>
<td>1000-1999: Certificated Personnel Salaries Teacher personnel salary and benefits; Title 1 Delinquent</td>
</tr>
<tr>
<td>2018-19</td>
<td>$78,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries Teacher</td>
</tr>
<tr>
<td></td>
<td>$20,000</td>
<td>Title I</td>
<td>1000-1999: Certificated Personnel Salaries Teacher personnel salary and benefits; Title 1 Delinquent</td>
</tr>
<tr>
<td>2019-20</td>
<td>$82,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries Teacher</td>
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<td></td>
<td>$22,000</td>
<td>Title I</td>
<td>1000-1999: Certificated Personnel Salaries Teacher personnel salary and benefits; Title 1 Delinquent</td>
</tr>
</tbody>
</table>

Table continues with similar entries for Budgeted Expenditures for 2018-19 and 2019-20.
<table>
<thead>
<tr>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies Materials and supplies</td>
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</tr>
<tr>
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<td>$30,000</td>
<td>Title I</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies Materials and supplies</td>
<td>$32,000</td>
<td>Title I</td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries Academic counselor/personnel</td>
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<td></td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries Academic counselor/personnel</td>
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</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries Academic counselor/personnel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>New</th>
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<th>Unchanged</th>
</tr>
</thead>
</table>

**Goal 2**

It is the goal of Willowglen to guarantee academic achievement county-wide by ensuring that all systems are culturally and linguistically responsive to the needs of all students including: Foster Youth, English learners, economically disadvantaged and expelled students.

**State and/or Local Priorities Addressed by this goal:**

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Identified Need**

*Need to improve low performance on standardized tests and assessments for all students as well as need to expand English language skills for ELD students. Increase number of students college ready through EAP.*

* Need to improve coordination of services to Foster Youth and eliminate gaps in transition plans and placements for Foster students. Additionally, Foster students have unique needs that require more staff to be trained as mentors and liaisons to provide on site assistance to our foster students.*

* Need to identify any existing gaps in services in the existing county-wide expulsion plan and to collaborate with districts to address education services and placement for expelled students. Need to obtain approval of any revised plan from district and county school boards.*

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates</td>
<td>80% of students assessed on CELDT are at Intermediate level.</td>
<td>90% of students assessed on CELDT are at Intermediate, 20% at Early Advanced.</td>
<td>100% of students assessed on CELDT are at Intermediate, 30% at Early Advanced.</td>
<td>1000% of students assessed on CELDT are at Intermediate, 30% at Early Advanced, 10% Advanced.</td>
</tr>
<tr>
<td>Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9,</td>
<td>60% of students are &quot;at grade level&quot; on local benchmark assessments.</td>
<td>70% of students are &quot;at grade level&quot; on local benchmark assessments.</td>
<td>80% of students are &quot;at grade level&quot; on local benchmark assessments.</td>
<td>90% of students are &quot;at grade level&quot; on local benchmark assessments.</td>
</tr>
<tr>
<td>Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)</td>
<td>100% of expelled students, county-wide, receive continued daily educational services.</td>
<td>100% of students to receive: a. monitoring expelled students regularly b. feedback from district partners c. coordination of prevention and intervention plans</td>
<td>100% of students to receive: a. monitoring expelled students regularly b. feedback from district partners c. coordination of prevention and intervention plans</td>
<td>100% of students to receive: a. monitoring expelled students regularly b. feedback from district partners c. coordination of prevention and intervention plans</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Priority 10: Coordination of Services for Foster Youth (COE Only)</td>
<td>All foster youth students, county-wide, receive continued daily educational services.</td>
<td>100% of students to receive: a. increased participation in tutoring services b. additional mentors/liasons for FY c. monitoring placement and transition plan for academic success of FY d. additional attention to expeditious transfer of of health and education records as well as timely attendance, progress and status reports to child welfare agencies.</td>
<td>100% of students to receive: a. increased participation in tutoring services b. additional mentors/liasons for FY c. monitoring placement and transition plan for academic success of FY d. additional attention to expeditious transfer of of health and education records as well as timely attendance, progress and status reports to child welfare agencies.</td>
<td>100% of students to receive: a. increased participation in tutoring services b. additional mentors/liasons for FY c. monitoring placement and transition plan for academic success of FY d. additional attention to expeditious transfer of of health and education records as well as timely attendance, progress and status reports to child welfare agencies.</td>
</tr>
<tr>
<td>Priority 8: State Indicator/College/Career Indicator (HS only)</td>
<td>All students complete state required courses and credits while enrolled.</td>
<td>100% of transcripts and course credits are updated weekly to assure course completion and remain on track when returning to their school of residence and/or college enrollment.</td>
<td>100% of transcripts and course credits are updated weekly to assure course completion and remain on track when returning to their school of residence and/or college enrollment.</td>
<td>100% of transcripts and course credits are updated weekly to assure course completion and remain on track when returning to their school of residence and/or college enrollment.</td>
</tr>
<tr>
<td>Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</td>
<td>Willowglen is a 7th-12th grade court school. Not applicable as no students enrolled in grade levels tested by SBAC</td>
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</tr>
<tr>
<td>Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</td>
<td>Willowglen is a 7th-12th grade court school. Not applicable as no students enrolled in grade levels tested by SBAC</td>
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<td>Willowglen is a 7th-12th grade court school. Not applicable as no students enrolled in grade levels tested by SBAC</td>
</tr>
</tbody>
</table>
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator

80% of CELDT tested students rank in the Intermediate level.

85% of CELDT tested students will rank in the Intermediate level or above.

90% of CELDT tested students will rank in the Intermediate level.

95% of CELDT tested students rank in the Intermediate level.

Priority 4: State Indicator/Academic Indicator/Reclassification rates

Reclassification is completed at their district schools of residence.

CELDT testing and assessment is done as required at Willowglen, however due to the students' normally short term enrollment, re-classification is completed at the district of residence schools.

CELDT testing and assessment is done as required at Willowglen, however due to the students' normally short term enrollment, re-classification is completed at the district of residence schools.

CELDT testing and assessment is done as required at Willowglen, however due to the students' normally short term enrollment, re-classification is completed at the district of residence schools.

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

There are no AP courses at Willowglen Court School

There are no AP courses at Willowglen Court School

There are no AP courses at Willowglen Court School

There are no AP courses at Willowglen Court School

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

There are no EAP results for Willowglen Court School.

There are no EAP results for Willowglen Court School.

There are no EAP results for Willowglen Court School.

There are no EAP results for Willowglen Court School.

### 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:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td>Specific Schools: Willowglen</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>LEA-wide</td>
<td>Schoolwide</td>
<td>Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td>Specific Schools: Willowglen</td>
<td>Willowglen</td>
</tr>
</tbody>
</table>

Specific Grade spans:
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>□ New</td>
<td>□ New</td>
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<td>☑ Modified</td>
<td>□ Modified</td>
<td>□ Modified</td>
</tr>
<tr>
<td>□ Unchanged</td>
<td>□ Unchanged</td>
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</tr>
</tbody>
</table>

- a. English Learners in all programs will be given CELDT or ALPI (Alternate Language Proficiency Instrument) for intervention and reclassification.
- b. SBAC, CAPA proficiency monitoring
- c. Completion of yearly IEP goals and objectives

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>$5,000</td>
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<td>$6,000</td>
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<tr>
<td>Source</td>
<td>Source</td>
<td>Source</td>
</tr>
<tr>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Budget Reference</td>
<td>Budget Reference</td>
</tr>
</tbody>
</table>

### Action

2

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

- **Students to be Served**
  - ☑ All
  - □ Students with Disabilities

- **Location(s)**
  - □ All Schools
  - ☑ Specific Schools: Willowglen

#### OR

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

- **Students to be Served**
  - □ English Learners
  - □ Foster Youth
  - □ Low Income

- **Scope of Services**
  - □ LEA-wide
  - □ Schoolwide
  - OR
  - □ Limited to Unduplicated Student Group(s)

- **Location(s)**
  - □ All Schools
  - □ Specific Schools:
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>☑</td>
</tr>
<tr>
<td>Unchanged</td>
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</tr>
</tbody>
</table>

GCOE will provide services to Foster Youth by:

- a. Coordinating FY services by training and providing mentors/liaisons to each school district
- b. Leading student involved Team Decision Making meetings with inter-agency partners for FY advocacy
- c. Collecting quarterly grades for all FY for tutoring services placement
- d. Create individualized goals and educational plan for each FY in county
- e. Foster Youth Liaison assigned to coordinate services between Probation, Juvenile Court, Willowglen staff, Behavioral Health and medical services.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
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<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>7000-7439: Other Outgo Indirect costs and services</td>
<td>7000-7439: Other Outgo Indirect costs and services</td>
<td>7000-7439: Other Outgo Indirect costs and services</td>
</tr>
</tbody>
</table>

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

- Students to be Served: ☑ All ☐ Students with Disabilities
- Location(s): ☑ All Schools ☐ Specific Schools: Willowglen

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

### Scope of Services
- LEA-wide
- Schoolwide
- OR
- Limited to Unduplicated Student Group(s)

### Location(s)
- All Schools
- Specific Schools:
- Specific Grade spans:

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
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<tbody>
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</tbody>
</table>

GCOE will provide services to expelled students by:
- a. Coordinating placement options between district partners
- b. Creating an expulsion prevention plan with appropriate interventions

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
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<td></td>
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</table>

GCOE will provide services to expelled students by:
- a. Coordinating placement options between district partners
- b. Creating/maintaining an expulsion plan with appropriate interventions

<table>
<thead>
<tr>
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<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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### BUDGETED EXPENDITURES

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<th>2019-20</th>
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<tr>
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<td>$1,000</td>
<td>$1,000</td>
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<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>7000-7439: Other Outgo Countywide Coordination</td>
<td>7000-7439: Other Outgo Countywide Coordination</td>
<td>7000-7439: Other Outgo Countywide Coordination</td>
</tr>
</tbody>
</table>
## Goals, Actions, & Services

**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.

<table>
<thead>
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</thead>
</table>

### Goal 3

**Ensure that Willowglen has a safe, welcoming and inclusive climate for all students and their families, so all students county-wide will be in class ready to learn.**

#### State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Identified Need

- *Need to increase low level of parent involvement.
- *Need to provide Tier 1-3 behavior supports for students. Need to improve student and staff awareness of bullying incidents and of way to prevent bullying from occurring/continuing. Additionally need to increase the level of positive feedback from surveys measuring student attitudes towards school climate and engagement. Need to coordinate and expand services and supports for Foster Youth.
- *Need to ensure that students and parents feel that the Court School facility is safe.
- *Need for students to be in class ready to learn.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

#### Metrics/Indicators

<table>
<thead>
<tr>
<th>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of parents/guardians of all students are given school surveys offering their input and invitation to attend school site council</td>
<td>100% of parents/guardians are given school surveys offering their input and invitation to attend school site council</td>
<td>100% of parents/guardians are given school surveys offering their input and invitation to attend school site council</td>
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<td>100% of parents/guardians are given school surveys offering their input and invitation to attend school site council</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 5: Local Metric/Student Engagement/School attendance rates</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% of the students and parents surveyed feel that Willowglen</td>
<td>95% of the students and parents surveyed feel that Willowglen</td>
<td>97% of the students and parents surveyed feel that Willowglen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 6: Local Indicator/Local tool for school climate</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of parents/guardians of all students are given school surveys offering their input and invitation to attend school site council</td>
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<td>100% of parents/guardians are given school surveys offering their input and invitation to attend school site council</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 7: Local Metric/Student Engagement/School attendance rates</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of the students and parents surveyed feel that Willowglen</td>
<td>95% of the students and parents surveyed feel that Willowglen</td>
<td>97% of the students and parents surveyed feel that Willowglen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates

- No chronic absenteeism as attendance is mandatory.
- No chronic absenteeism as attendance is mandatory.
- No chronic absenteeism as attendance is mandatory.
- No chronic absenteeism as attendance is mandatory.

### Priority 6: State Indicator/Student Suspension Indicator

- Students are not suspended at Willowglen.
- No suspensions at Willowglen.
- No suspensions at Willowglen.
- No suspensions at Willowglen.

### Priority 6: Local Metric/Expulsion rate

- Students are not expelled from Willowglen.
- Due to the nature of Willowglen Court School, there are no suspensions or expulsions.
- Due to the nature of Willowglen Court School, there are no suspensions or expulsions.
- Due to the nature of Willowglen Court School, there are no suspensions or expulsions.

### Priority 5: Local Metric/Middle school dropout rate

- Not applicable as it is a juvenile court school.
- Not applicable as it is a juvenile court school.
- Not applicable as it is a juvenile court school.
- Not applicable as it is a juvenile court school.

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

- Not applicable as it is a juvenile court school.
- Not applicable as it is a juvenile court school.
- Not applicable as it is a juvenile court school.
- Not applicable as it is a juvenile court school.

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

- Not applicable as it is a juvenile court school.
- Not applicable as it is a juvenile court school.
- Not applicable as it is a juvenile court school.
- Not applicable as it is a juvenile court school.

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

- 60% of Willowglen parents of unduplicated students respond to annual survey for input and 100% invited to attend quarterly school site council meetings.
- 70% of the parents of unduplicated students will give their input in annual survey and 100% invited to participate in quarterly school site council meetings.
- 80% of the parents of unduplicated students will give their input in annual survey and 100% invited to participate in quarterly school site council meetings.
- 90% of the parents of unduplicated students will give their input in annual survey and 100% invited to participate in quarterly school site council meetings.

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

- 100% of parents/guardians of exceptional needs students are invited and are required to attend IEP meetings.
- 100% of the parents or guardians of exceptional needs students are invited, and required to attend IEP meetings.
- 100% of the parents or guardians of exceptional needs students are invited, and required to attend IEP meetings.
- 100% of the parents or guardians of exceptional needs students are invited, and required to attend IEP meetings.

---

**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**

<table>
<thead>
<tr>
<th>Students to be Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>☐ All Schools</th>
<th>☒ Specific Schools: Willowglen</th>
<th>☐ Specific Grade spans:</th>
</tr>
</thead>
</table>

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

**Students to be Served**
- ☐ English Learners
- ☐ Foster Youth
- ☐ Low Income

**Scope of Services**
- ☐ LEA-wide
- ☐ Schoolwide

**Location(s)**
- ☐ All Schools
- ☐ Specific Schools:

#### ACTIONS/SERVICES

##### 2017-18

<table>
<thead>
<tr>
<th>Action</th>
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</table>

- Increased parent engagement
  - a. Invitation to School Site Council (Willowglen Court School, FY)
  - b. Participation in IEP, Academic Advising meetings (Willowglen, Sp Ed, FY)
  - c. Ongoing communication and outreach from GCOE staff regarding student achievement and available county resources and opportunities.

##### 2018-19

- Increased parent engagement
  - a. Invitation to School Site Council (Willowglen Court School, FY)
  - b. Participation in IEP, Academic Advising meetings (Willowglen, Sp Ed, FY)
  - c. Ongoing communication and outreach from GCOE staff regarding student achievement and available county resources and opportunities.

##### 2019-20

- Increased parent engagement
  - a. Invitation to School Site Council (Willowglen Court School, FY)
  - b. Participation in IEP, Academic Advising meetings (Willowglen, Sp Ed, FY)
  - c. Ongoing communication and outreach from GCOE staff regarding student achievement and available county resources and opportunities.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>☐ All Schools</th>
<th>☐ Specific Schools:</th>
<th>☐ Specific Grade spans:</th>
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#### 2017-18

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<tr>
<th>Amount</th>
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<tr>
<td>$500</td>
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<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies Outreach activities</td>
</tr>
</tbody>
</table>
### Students to be Served
- **All**
- **Students with Disabilities**

#### Location(s)
- **All Schools**
- **Specific Schools:** Willowglen

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

- **Students to be Served**
  - English Learners
  - Foster Youth
  - Low Income

#### Scope of Services
- **LEA-wide**
- **Schoolwide**

#### Location(s)
- **All Schools**
- **Specific Schools:**

### ACTIONS/SERVICES

#### 2017-18
- New
- Modified
- Unchanged

**Increased student engagement and positive school Climate**
- All students will have access to Tier 1 Behavior supports
- Implementation of Tier 2 and 3 RTI support for students as needed
- Use of PBIS (Positive Behavior Interventions)
- Staff and students access to Bullying awareness and prevention
- Regional students provided daily door to door transportation to school to increase attendance.
- FY advocacy will include remaining at school of origin

#### 2018-19
- New
- Modified
- Unchanged

**Increased student engagement and positive school Climate**
- All students will have access to Tier 1 Behavior supports
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#### 2019-20
- New
- Modified
- Unchanged

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### BUDGETED EXPENDITURES

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- Source: Supplemental and Concentration

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- Source: Supplemental and Concentration

#### 2019-20
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- Source: Supplemental and Concentration
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year □ 2017–18 □ 2018–19 □ 2019–20

Estimated Supplemental and Concentration Grant Funds: $49,320  Percentage to Increase or Improve Services: 1.26%

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).

Supplemental and Concentration funds of $49,320 will increase and improve services for unduplicated students by 1.26% by the following means:

a. Tier I mental health counselor services, as well as a PPS counselor, including career and technology instruction.
b. PBIS (Positive Behavior Intervention Supports) Coach and trainings (p. 20)
c. Foster Youth will have a trained on site mentor/liaison at each school and will be counseled as to resources, tutoring and rights for Foster Youth. (p. 20, 26)
d. ELL students will be tested and reclassified if applicable and will be given an instructional plan that can be taken with them for transition from school to school. (p. 27)
e. Teachers will receive training in PBIS, as well as CCSS and ELD strategies. (p.19)
f. CTE and technology instruction is brought to the classroom via online Odysseyware courses (p. 20)

The students at Willowglen Juvenile Court School are 100% unduplicated, which ensures that when services are provided in a countywide manner, the goals for each of the student groups is met. Supplemental and Concentration funds are providing services to help students countywide succeed in their behavior, academics and high school credits, which will help them return to their district of residence and/or have sufficient credits to graduate.

The funds for increased and improved services show both a qualitative and a quantitative increase of 1.9% for the GCOE LEA as described above. Additionally, these additional funds will improve and increase services for all students county-wide through increased intervention, credit recovery and necessary services, including Low Income, English Language Learners and Foster Youth students. Increased services for county-wide students at Willowglen include: education plans and assessments in Life Skills that are accessible through the Foster Youth Liaison and/or the PPS counselor assigned to the facility. ELL students will be tested and reclassified when applicable and will be given an education plan to follow.
Revised Local Control and Accountability Plan and Annual Update Template

Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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.
Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

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

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

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

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

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

**Annual Update**

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

**Annual Measurable Outcomes**

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

**Actions/Services**

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

**Analysis**

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

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

**Stakeholder Engagement**

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.
The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

**Goal**

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

**Related State and/or Local Priorities**

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

**Identified Need**
Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

**Expected Annual Measurable Outcomes**

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

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

**Planned Actions/Services**

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

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

**Students to be Served**

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

**Location(s)**

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

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

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

**Students to be Served**

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

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide.”
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

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

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

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

New/Modified/Unchanged:

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

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

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

**Budgeted Expenditures**

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

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

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

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

**Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
   b. Mathematics – Common Core State Standards for Mathematics
   c. English Language Development
   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 UC or 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 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. A broad course of study including courses described under 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 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 Education Code sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

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

(2) The total number of cohort members.

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

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

(3) Divide (1) by (2).
(f) “Expulsion rate” shall be calculated as follows:

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

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

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

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

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code 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 Education Code 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 Education Code sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in Education Code Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 Education Code sections 42238.01 and bgroups as defined in 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 Education Code Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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, October 2016
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