Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name | Contact Name and Title | Email and Phone
---|---|---
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2017-20 Plan Summary

The Story

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

Glenn County is a rural county in Northern California with almost 6000 students in eight districts and three independent charter schools. Demographics of Glenn County include: 75.3% High School graduates, Persons in Poverty: 18%, White 53%, Hispanic/Latino 40.4%.

In late June 2017, the Board of Supervisors closed the Jane Hahn Juvenile Detention Center of Glenn County in Willows, CA. Students who are sentenced to Juvenile Hall are now placed in a juvenile hall in an adjoining county with oversight by the Tehama Department of Education. Glenn County Office of Education was responsible for the administration and education of the students at Willowglen Court School and served as the LEA for the Willowglen LCAP. Since Willowglen has closed, the focus of the 2018-19 LCAP for GCOE will solely be State Priorities 9 and 10 -- Expelled Students and Foster Youth.

There are approximately 80 Foster Youth students in Glenn County that are enrolled in various districts/charter schools throughout the county. Glenn County Office of Education has a full time Foster Youth Coordinator and an Educational Social Worker that works closely with HHSA, the schools, counselors to ensure services to Foster Youth. These services are solely funded through the FY and Homeless/McKinney Vento grant. GCOE receives no student generated funds and there is no projected LCFF revenue for Foster Youth or Expelled students.

Expelled students in Glenn County are handled individually through each of the districts in the county according to the individual needs of the student. Options for expelled student placement include: district run community day schools, GCOE independent study charter, GCOE Adult Education charter, or out of county placement. Each expelled student is evaluated as to the best placement for them with parental consent and support. GCOE Student Services department continues to provide Special Education services and counseling if expelled youth have an IEP.
LCAP Highlights
Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP describes a year of transition. The information submitted in previous years is now not applicable as the Willowglen Court School does not exist. Readers of the GCOE 2018-19 LCAP will see gaps in information, especially in the Annual Update section as reflection on actual services rendered is not possible.

Since Willowglen has closed, the focus of the 2018-19 LCAP for GCOE will solely be State Priorities 9 and 10 -- Expelled Students and Foster Youth with one goal -- "Provide resources and support to build districts' capacity to increase positive educational outcomes and overall success for foster youth and expelled students in Glenn County"

Foster Youth and Expelled students do not generate any LCFF funding and all services are provided for by categorical/grant funding.

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

Greatest Progress
N/A

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

Greatest Needs
N/A
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**

| N/A |

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

**Increased or Improved services**

- Will increase and improve services to Foster Youth and Expelled Students countywide by:
  - Continue to provide transitional services to Foster Youth
  - Coordination of agency communication and services
  - District Liaisons to coordinate tracking and monitoring FY students to success
  - Foster Family nights to support foster parents and students for cross agency support

**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>$15,629,850</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year</td>
<td>$0.00</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.

<table>
<thead>
<tr>
<th>FY Coordinator Salary/Benefits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Social Worker Salary</td>
</tr>
<tr>
<td>Support Services</td>
</tr>
<tr>
<td>Indirect for administrative services:</td>
</tr>
<tr>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Total Projected LCFF Revenues for LCAP Year</td>
</tr>
</tbody>
</table>
**Annual Update**

**LCAP Year Reviewed:** 2017-18

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

### Goal 1

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 Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 10: Foster Youth – COEs Only (Conditions of Learning)</td>
</tr>
</tbody>
</table>

**Local Priorities:**

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 1:</strong> Local Indicator/Teacher credential</td>
<td>17-18</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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:

- Yearly confirmation of teacher placement in classrooms to affirm that teachers and staff are appropriately assigned and credentialed.

**Baseline**

Teacher and paraprofessional are 100% appropriately credentialed and trained.
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool | 17-18  
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 | N/A |
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17-18</strong></td>
<td>100% of expelled students county wide receive ongoing academic services.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100% of expelled students county wide receive ongoing academic services.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Priority 10: Coordination of Services for Foster Youth (COE Only)</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>100% of the Foster Youth receive monthly services for academic and behavioral success.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100% of the Foster Youth receive monthly services for academic and behavioral success.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Priority 1: Local Indicator/ Instructional materials</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>100% of students have access to Common Core instructional materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100% of students have access to Common Core instructional materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Priority 1: Local Indicator/ Facilities in good repair</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>Facilities Inspection Tool (FIT) form assessment performed annually, maintain &quot;exemplary&quot; rating</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Facilities Inspection Tool (FIT) form assessment performed annually, rated exemplary</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Priority 2: Local Indicator/Implementation of State Standards/ELD</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>90% at Intermediate level, 20% at Early Advanced level</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>80% of students tested using CELDT assessment are at the Intermediate level</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Priority 7: State Indicator/College/ Career Indicator (HS only)</td>
<td>N/A</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>30% of students complete UC a-g and CTE courses via Odysseyware online coursework. <strong>Baseline</strong> 20% of students complete UC a-g and CTE courses via Odysseyware online coursework.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>100% of students (including EL, FY and LI) may attend the credit recovery, career development and intervention classes. <strong>Baseline</strong> School wide credit recovery, career development and intervention classes open everyday regular school hours.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>100% of exceptional needs students receive services to meet their IEP goals. <strong>Baseline</strong> 100% of exceptional needs students receive services to meet their IEP goals.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>PBIS (Positive Behavior Intervention Supports) reviewed daily, and referrals at 4 or less per day. <strong>Baseline</strong> PBIS (Positive Behavior Intervention Supports) reviewed daily, and referrals at 5 or less per day.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions / Services**
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
### Action 1

<table>
<thead>
<tr>
<th><strong>Planned Actions/Services</strong></th>
<th><strong>Actual Actions/Services</strong></th>
<th><strong>Budgeted Expenditures</strong></th>
<th><strong>Estimated Actual Expenditures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff training on Common Core, Positive Behavior Intervention &amp; Support, and use of Technology</td>
<td>School closed</td>
<td>n/a</td>
<td>N/A 0</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th><strong>Planned Actions/Services</strong></th>
<th><strong>Actual Actions/Services</strong></th>
<th><strong>Budgeted Expenditures</strong></th>
<th><strong>Estimated Actual Expenditures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>School closed</td>
<td>n/a</td>
<td>n/a 0</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th><strong>Planned Actions/Services</strong></th>
<th><strong>Actual Actions/Services</strong></th>
<th><strong>Budgeted Expenditures</strong></th>
<th><strong>Estimated Actual Expenditures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will: a. be taught by fully credentialed, highly qualified teachers b. have access to current standards aligned materials c. be taught by teachers who are trained in serving the diverse needs of special populations</td>
<td>School closed</td>
<td>n/a</td>
<td>n/a 0</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.

<table>
<thead>
<tr>
<th>school closed</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>school closed</th>
</tr>
</thead>
</table>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<table>
<thead>
<tr>
<th>school closed no expenditures</th>
</tr>
</thead>
</table>

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.

This goal will be modified to focus solely on the GCOE oversight of Foster Youth and Expelled Students countywide. See Goal #1 page 28
Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

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 Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 10: Foster Youth – COEs Only (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 4:</strong> State Indicator/Academic Indicator/CELDT proficiency rates</td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>

**17-18**
90% of students assessed on CELDT are at Intermediate. 20% at Early Advanced.

Baseline
80% of students assessed on CELDT are at Intermediate level.

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 8:</strong> 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></td>
<td>n/a</td>
</tr>
</tbody>
</table>

**17-18**
70% of students are "at grade level" on local benchmark assessments.
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60% of students are &quot;at grade level&quot; on local benchmark assessments.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>100% of students to receive:</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>a. monitoring expelled students regularly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. feedback from district partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. coordination of prevention and intervention plans</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% of expelled students, county-wide, receive continued daily educational services.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Priority 10: Coordination of Services for Foster Youth (COE Only)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>100% of students to receive:</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>a. increased participation in tutoring services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. additional mentors/liaisons for FY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. monitoring placement and transition plan for academic success of FY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. additional attention to expeditious transfer of health and education records as well as timely attendance, progress and status reports to child welfare agencies.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All foster youth students, county-wide, receive continued daily educational services.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Priority 8: State Indicator/College/Career Indicator (HS only)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></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>n/a</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students complete state required courses and credits while enrolled.</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</strong></td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>17-18</strong> Willowglen is a 7th-12th grade court school. Not applicable as no students enrolled in grade levels tested by SBAC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> Willowglen is a 7th-12th grade court school. Not applicable as no students enrolled in grade levels tested by SBAC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results <strong>17-18</strong> Willowglen is a 7th-12th grade court school. Not applicable as no students enrolled in grade levels tested by SBAC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> Willowglen is a 7th-12th grade court school. Not applicable as no students enrolled in grade levels tested by SBAC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator <strong>17-18</strong> 85% of CELDT tested students will rank in the Intermediate level or above. <strong>Baseline</strong> 80% of CELDT tested students rank in the Intermediate level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> Priority 4: State Indicator/Academic Indicator/Reclassification rates <strong>17-18</strong> 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. <strong>Baseline</strong> Reclassification is completed at their district schools of residence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> Priority 4: State Indicator/College and Career Indicator/AP pass rate</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Metric/Indicator

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

**SBAC results**

**Baseline**

There are no AP courses at Willowglen Court School.

**Actual**

There are no AP courses at Willowglen Court School.

### Actions / Services

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. English Learners in all programs will be given CELDT or ALPI (Alternate Language Proficiency Instrument) for intervention and reclassification.</td>
<td>school closed</td>
<td>n/a</td>
<td>n/a 0</td>
</tr>
<tr>
<td>b. SBAC, CAPA proficiency monitoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Completion of yearly IEP goals and objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCOE will provide services to Foster Youth by:</td>
<td>school closed</td>
<td></td>
<td>n/a 0</td>
</tr>
</tbody>
</table>
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.

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</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 | School closed | n/a | 0 |
## Analysis

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

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

<table>
<thead>
<tr>
<th>school closed</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>school closed</th>
</tr>
</thead>
</table>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<table>
<thead>
<tr>
<th>school closed</th>
</tr>
</thead>
</table>

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.

Goal #2 will be eliminated -- This goal will be modified to focus solely on the GCOE oversight of Foster Youth and Expelled Students countywide. See Goal #1 for 2018-19 page 28
Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

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 Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 3:</strong> Local Indicator/Parent Involvement</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>100% of parents/guardians are given school surveys offering their input and invitation to attend school site council</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100% of parents/guardians of all students are given school surveys offering their input and invitation to attend school site council</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 5:</strong> Local Metric/Student Engagement</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>Due to the nature of Willowglen Court School, attendance is 100% daily.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Student attendance is mandated (100%) daily.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 6:</strong> Local Indicator/Local tool for school climate</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong>&lt;br&gt;90% of the students and parents surveyed feel that Willowglen has a positive school climate and are connected to school.</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;85% of the students and parents surveyed feel that Willowglen has a positive school climate and are connected to school.</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong>&lt;br&gt;No chronic absenteeism as attendance is mandatory.</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;No chronic absenteeism as attendance is mandatory.</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Priority 6: State Indicator/Student Suspension Indicator</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong>&lt;br&gt;No suspensions at Willowglen</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;Students are not suspended at Willowglen.</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Priority 6: Local Metric/Expulsion rate</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong>&lt;br&gt;Due to the nature of Willowglen Court School, there are no suspensions or expulsions.</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;Students are not expelled from Willowglen.</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Priority 5: Local Metric/Middle school dropout rate</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong>&lt;br&gt;Not applicable as it is a juvenile court school.</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;Not applicable as it is a juvenile court school.</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Priority 5: Local Metric/Student Engagement/High school dropout rate</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong>&lt;br&gt;Not applicable as it is a juvenile court school.</td>
<td><strong>n/a</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Actions / Services

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**Baseline**

Not applicable as it is a juvenile court school.

**Metric/Indicator**

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

**17-18**

Not applicable as it is a juvenile court school.

**Baseline**

Not applicable as it is a juvenile court school.

**Metric/Indicator**

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

**17-18**

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.

**Baseline**

60% of Willowglen parents of unduplicated students respond to annual survey for input and 100% invited to attend quarterly school site council meetings.

**Metric/Indicator**

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

**17-18**

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

**Baseline**

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

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 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. Regional students provided daily door to door transportation to school to increase attendance.  
f. FY advocacy will include remaining at school of origin | school closed | n/a 0 | n/a 0 |
Analysis
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
school closed

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.
Goal #3 will be eliminated --This goal will be modified to focus solely on the GCOE oversight of Foster Youth and Expelled Students countywide. See Goal #1 for 2018-19 page 28
# Stakeholder Engagement

**LCAP Year: 2018-19**

## 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:

GCOE Foster Youth Services held monthly liaison meetings with Orland Unified and Willows Unified and GCOE’s FYSCP Program. In attendance at the consultations were the County FYSCP coordinator, district and site liaisons, school administrators and district superintendents.

Meeting dates to discuss Foster Youth LCAP goals:

Bargaining units are represented by districts as needed.

Parents, students and community stakeholders are consulted monthly at Foster Family Nights
District liaisons provided surveys to foster families and held their stakeholder meetings at monthly foster family nights. Foster Parents, Social Workers, Licensing Unit representatives at HHSA, Mental Health, foster youth are represented.

BRC – Blue Ribbon Commission is an “Executive Advisory Committee” for FYSCP, which is a required under AB-854 to make sure that COE and Districts are working together to improve educational outcomes, and school stability for foster youth. The BRC has the following members: CPS Supervisor, CASA, Juvenile Court Judge, Attorney’s, Foster Parent, State Adoptions, Probation, Social Workers, ILP “Independent Living Program” coordinator, Inspiring Scholars “Butte Community College”, Educational Social Worker, FYSCP coordinator, Mental Health, CYC representative (Foster Youth), and District Liaisons from OUSD and WUSD.
Impact on LCAP and Annual Update

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

The “Executive Advisory Committee” BRC/EAC has monthly meetings to address the educational needs of Foster Youth, with the Juvenile court judge, Peter Twede running the BRC, we are able to address issues and take action through local policy and legislative change. The FYSCP program gives monthly updates regarding COE FYSCP, district, and site liaisons program, as well as LCAP implementation and accountability.

Having monthly meetings with FYSCP, districts, and site liaisons has improved communication and collaboration with foster parents, social workers, and school districts, to understand the unique educational needs of foster youth and to increase services to this population of students through LCAP planning.

The Foster Family Nights are provided once a month through a collaboration with HHSA, Mental Health, Licensing, and GCOE. They are designed to offer trainings to foster parents, while the foster youth have fun planned activities. After the training, meals are provided to all who attend. This event has created an opportunity for foster parents to network with each other, and learn about resources in the community that can support them and the foster youth. This monthly event is attended by most of the foster parents in Glenn County and provides and avenue for Districts to communicate to foster parents, and foster youth as to what services are needed to improve outcomes for foster youth. Districts are invited to attend this event and to utilize it to have their stakeholder meetings.

Having the COE Homeless/Foster coordinator attend LCAP planning meetings and stakeholder meetings has increased communication with the districts and the districts look to the FYSCP program for information regarding what the educational needs are for the foster youth population and utilize this information to write quality LEA LCAP plans.

Input from all stakeholders has resulted in a strong collaborative relationships with a common goal as reflected in Goal #1 in the LCAP -- "Provide resources and support to build districts’ capacity to increase positive educational outcomes and overall success for foster youth students.”
## Goals, Actions, & Services

**Strategic Planning Details and Accountability**

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

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

| New Goal |

### Goal 1

Provide resources and support to build districts’ capacity to increase positive educational outcomes and overall success for foster youth and expelled students in Glenn County.

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

- **State Priorities:**
  - Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
  - Priority 10: Foster Youth – COEs Only (Conditions of Learning)

- **Local Priorities:**

**Identified Need:**

**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 10 Coordination of Services for Foster Youth” (COE only)</td>
<td>N/a</td>
<td>100% of Foster Youth will participate in Educational Planning Meetings to ensure positive educational outcomes, pathways and overall success in school.</td>
<td>100% of Foster Youth will participate in Educational Planning Meetings to ensure positive educational outcomes, pathways and overall success in school.</td>
<td>100% of Foster Youth will participate in Educational Planning Meetings to ensure positive educational outcomes, pathways and overall success in school.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</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>n/a</td>
<td>100% Graduation rate for Foster Youth</td>
<td>100% Graduation rate for Foster Youth</td>
<td>100% Graduation rate for Foster Youth</td>
</tr>
<tr>
<td>Priority 9. addresses how the county superintendent of schools will coordinate instruction of expelled pupil</td>
<td>100% of expelled students will receive needed services and placement in a district or independent study charter school based on individualized needs.</td>
<td>100% of expelled students will receive needed services and placement in a district or independent study charter school based on individualized needs.</td>
<td>100% of expelled students will receive needed services and placement in a district or independent study charter school based on individualized needs.</td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Foster Youth

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

Limited to Unduplicated Student Group(s)

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

All Schools

**Actions/Services**

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

Unchanged Action

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

New Action

Select from New, Modified, or Unchanged for 2019-20
### 2017-18 Actions/Services

| N/A |

### 2018-19 Actions/Services

** Coordinate Transition services for Foster Youth  
** Eligible Foster Youth will complete FAFSA for college  
** Foster Youth and families attend Foster Family night for cross agency support  
** FY Coordinator and Educational Social Worker to coordinate agency communication and services  
** District FY Liaisons for tracking and monitoring FY students to success

### 2019-20 Actions/Services

** Coordinate Transition services for Foster Youth  
** Eligible Foster Youth will complete FAFSA for college  
** Foster Youth and families attend Foster Family night for cross agency support  
** FY Coordinator and Educational Social Worker to coordinate agency communication and services  
** District FY Liaisons for tracking and monitoring FY students to success

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Other</td>
<td>Other</td>
<td>Other</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:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  

- All  
- Specific Student Groups: Expelled Youth

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

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
</table>

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]
## Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>GCOE SARB officer and cross agency/district support to expelled youth as needed for alternative placement in district or independent study charter school.</td>
<td>GCOE SARB officer and cross agency/district support to expelled youth as needed for alternative placement in district or independent study charter school.</td>
</tr>
</tbody>
</table>

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

## Action 3

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

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

Specific Student Groups: Foster Youth
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]
Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td></td>
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</tbody>
</table>
### Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>0%</td>
</tr>
</tbody>
</table>

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).

GCOE receives ZERO supplemental and concentration funds as GCOE will not be operating any schools for 2018-19 and there will be no student generated funding. The foster youth in Glenn County generate supplemental and concentration funds for each individual district who encompass services to Foster Youth and Expelled students in their own LEA's LCAP

In 2018-19 services to Foster Youth and Homeless will be funded through Categorical Funding through Foster Youth grant and the McKinney/Vento Homeless grant. The information below for 2017-18 remains in the LCAP to show expenditures for the Willowglen Court School.

### Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$49,320</td>
<td>1.26%</td>
</tr>
</tbody>
</table>
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.
Addendum

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

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

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

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

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

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary
The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table. The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

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

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

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

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

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

### Annual Update

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

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

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

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

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

**Stakeholder Engagement**

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.
New, Modified, Unchanged
As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

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

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

Identified Need
Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student...
Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

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

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

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

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

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

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

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

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

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

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

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

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

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

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

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

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

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

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of 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 school days 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 school days of the district, exclusive of Saturdays and Sundays.
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).
(b) “Middle School dropout rate” shall be calculated as set forth in 5 CCR Section 1039.1.
(c) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).
(d) “High school graduation rate” shall be calculated as follows:
   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).
(e) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).
(f) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

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