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

**Budget Overview for the 2019-20 LCAP Year**

This chart shows the total general purpose revenue GCOE - Success One! expects to receive in the coming year from all sources.

The total revenue projected for GCOE - Success One! is $1,030,163, of which $602,333 is Local Control Funding Formula (LCFF), $143,975 is other state funds, $111,413 is local funds, and $172,442 is federal funds. Of the $602,333 in LCFF Funds, $85,349 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much GCOE - Success One! plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

GCOE - Success One! plans to spend $1,030,163 for the 2019-20 school year. Of that amount, $754,034 is tied to actions/services in the LCAP and $276,129 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

There are no additional expenditures.

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

In 2019-20, GCOE - Success One! is projecting it will receive $85,349 based on the enrollment of foster youth, English learner, and low-income students. GCOE - Success One! must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, GCOE - Success One! plans to spend $85,349 on actions to meet this requirement.
LCFF Budget Overview for Parents

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

This chart compares what GCOE - Success One! budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what GCOE - Success One! estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, GCOE - Success One!'s LCAP budgeted $101,325 for planned actions to increase or improve services for high needs students. GCOE - Success One! estimates that it will actually spend $101,325 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name
GCOE - Success One!

Contact Name and Title
Jhan Dunn
Principal

Email and Phone
jdunn@glenncoe.org
(530) 934-6320 x3551

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Success One! is a WASC accredited grades 9-12 WIOA partnership adult charter school. All students are 18 years old or older. Students served by Success One! have dropped out of high school or are adult students at risk of dropping out. Students include, but are not limited to those who have received early release from prison through AB109. Success One! focuses on the long term success of students, including completion of their high school diploma, transition to post-secondary education, vocational education, and career oriented job paths. Success One! is not a public or private school conversion. All students are served exclusively in partnership with WIOA per Education (Ed.) Code §47612.1.

One quarter of the Glenn County adult population does not have a high school level education. Only 15.5% of Glenn County residents over 25 have received a bachelor’s degree or higher, compared to 30.2% statewide (US Census, 2013). This lack of education makes it difficult to obtain work that will prepare the individual to continually support themselves and their families; symbiotic with this is the increased difficulty in attempting to attract major employers with an under-educated populace. In addition, career technical education in small rural counties, like Glenn, is hampered by opposing factors of a small need for specific labor training and the limitations of classroom based learning. Limited resources make collaboration essential to address education and employment issues in rural communities. The flexibility built into charter school funding allows the development of collaborative services with partners, such as Glenn County Health and Human Services and Glenn Literacy Projects. Through these partnerships, programs specific to the needs and talents of Glenn County students can be crafted.

The 2017 - 2020 Success One! LCAP directly includes goals and actions that include and continue the Glenn County Office of Education's (GCOE) vision that all students succeed. GCOE strives to
provide high quality educational resources for Glenn County citizens of all ages. As a dependent charter of GCOE, Success One! rounds out the County Office of Education's educational programs by providing educational services for adults over age 18 who need to complete their high school diploma or high school equivalency certificate. Success One! operates programs at the Glenn County Jail, the Community Wellness and Recovery Center along with two Career Technical Learning Centers that house computer labs, classrooms, Pearson Vue and ETS test centers as well as career technical programs that provide one on one academic instruction for for all students. Success One!'s graduation requirements and curriculum align with California state standards. Success One! serves all adults over 18 years including; out of school youth, adult foster children, ELL students (ELL total equals 35%. 33% of S1 students first language is Spanish), homeless adults, adults with special needs and unemployed and displaced workers (34% of Success One! students can qualify for free or reduced price lunches).

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

Through analysis of our state and local data and input from our staff, students, community agencies, and other stakeholders we have identified the focus areas to be addressed in order to to achieve our vision: To provide a high quality education that promotes college and career readiness and to eliminate barriers to student success. Based on this process the actions and services in this LCAP fell into the following areas of influence: 1) Insuring that all teachers are highly qualified and have up-to-date professional development training on state standards, ELD strategies, Integrated Math and Next Generation Science, 2) Supporting students in and out of the classroom by providing additional instructional resources and community based services, 3) Improving communication, involvement and interactions between the school, students and their families. Key LCAP actions to support these areas are: increased professional development opportunities for teachers and staff, an increase in instructional resource personnel, improved referral procedures and connection to community agencies, providing a school/community messaging service and increasing opportunities for students and family members to convene school activities.

GOAL 1:
Provide high quality instruction and curriculum for Success One! students that promotes college and career readiness with academic interventions in place to eliminate barriers to student success.

GOAL 2:
Guarantee academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our Success One! students including adult foster youth, English learners, economically disadvantaged and expelled students.

GOAL 3:
Ensure that the school site has a safe, welcoming and inclusive climate for all students and their families so all students will be in class ready to learn.

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

Greatest Progress

Success One! is five years old this year. We have made tremendous progress since our opening in May of 2014. In school year 2018-19 we have so many things to be proud of. In 16-17 we applied for and received WASC accreditation. We also had our charter renewed for another five years. In 2017-18 our enrollment held steady averaging right around 90 active students per year and continued into the 18-19 school year. We will graduate 32 students this year, close to one third of our total active enrollment. (NOTE: Our graduation rate of completing about one third of our active students has held steady since year one. Although the Dashboard shows us in the red LCFF does not take into consideration that most of our adults enter as twelfth grade equivalent students needing 30-45 credits for diploma completion. The adult "senior" grade level equivalent students take an average of seventeen months to complete their diploma or high school equivalency certificate. Because adults have jobs and family responsibilities that keep them from completing their credits at the same speed as a typical high school student Success One! is unable to show the same graduation rate expected of a typical 9-12 high school enrolling minors.) Another amazing accomplishment is that we have continued to increase our attendance rate (avg 76%) since last year. (NOTE: Adult students are not mandated to attend making our improved attendance rate from the time of inception phenomenal) Helping us to better serve our rural and low SES students this year has been our ability to check out Chromebooks to the students so they are able to complete work at home. This year we have also been able to provide increased ELD, one on one skills tutoring and SPED services, more mental health and academic counseling and increased child care hours to assist our students in need. Each location now has a food and notions pantry, along with free bus tickets. In 18-19 CELDT/ELPAC testing continued. The 17-18 scores showed an increased number of students tested as well as improved results when compared with the three previous years. The ELPAC testing for 18-19 is still in progress at this writing. (NOTE: Many of our students are over age 22 and are ineligible for the ELPAC. Those students follow our board approved re-designation policy where they are assessed through a series of CASAS assessments along with recommendations from our Re-designation team made up of teachers, ELAC members and an administrator.) CAASPP testing is still ongoing for this year. The number of students CAASPP tested to date has also increased by 50% this year. Finally, we are very proud of the credit completion rate that our programs serving incarcerated students and our students on probation have grown by 30% this year. We have been able to offer those students more opportunities to receive their diploma through increased availability of online courses and the use of Chromebooks at the jail.

In the 2018-2019 school year we added to our services for our English Language Learners by increasing the number of ELD options available to them. We have added two new ELD online courses to the five courses we have continued to offer. The new courses allowed students to work online to improve their English reading and writing capabilities as well as giving higher level ELD students an opportunity to progress toward "college ready" skill levels. We also offered increased hours for Literacy level tutoring as well as onsite ELA and ELD skills workshops to help students improve verbal skills, vocabulary, grammar and essay writing. For our adult foster students, we have coordinated with our GCOE partners to provide wraparound services as well as additional tutoring, onsite counseling, and job and career preparation skills. As of January of 2018 our GCOE Foster Coordinator has been housed onsite two days per week. Our low income students have been able to access increased availability to local transportation through our Glenn Ride passes along with increased hours of our free child care service. Students are eligible to receive help from our food and notions pantries as well as to receive vouchers to assist with the cost of GED or HiSET practice
tests and comprehensive exams. We have also offered skills building workshops in Science and Math. College and Career readiness workshops were offered along with installation of computers at each site dedicated to use for college applications, FAFSA applications, college searches and job searches. Also added this year, were set hours for drop-in advisory sessions to help with job preparation guidance, applications and resumes. College and financial aid preparation assistance have increased the number of students applying to enter community college. We have held two evening orientation sessions for Butte Community College this year. Also, all graduating students have been required to visit with our school guidance counselor prior to receiving their diploma. Students have also been offered college tours, along with speaker nights. Resume and interviewing skills workshops have taken place along with additional topics such as "First days on the job; what to expect", "Budgeting your salary" and "Workplace relationships and communication" have been presented. Again this year, a Job Fair for students that included 11 local area employers took place in our event center in April. Teachers received additional PD on best practices for ELD students and effective techniques using online and blended learning tools in 18-19. They also received training in use of new online instructional programs and resources. Other PD included independent study compliance, ASAP and AERIES workshops, CIPA, Anti Bullying and Anti Human Trafficking, First Aid and CPR training along with a full day Active Shooter training that included inter-active scenarios..

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

**Greatest Needs**

As an adult charter school Success One! does not fit the typical CDE model in some categories. For example: under the category "Chronic Absenteeism" our dashboard shows N/A since our adults are not mandated to attend. In the category of "Graduation Rate" we are ranked in the "red" due to the fact that most of our students come in at the 12th grade equivalent level and remain at the 12th grade equivalency level throughout their enrollment with us (avg. 1½ to 2 years). However, in actuality, in 17 - 18, we graduated 48.9% of our entire active student population, a 30% increase over the previous year. Another example of not fitting the model is in the category of Parent Engagement which is not applicable since our students are adults who are often parents themselves. Success One! makes every effort to include students families in our activities and in the operation of the school. (In 18-19 students and their families took part in our ELD workshop series, attended field trips to the local Fish Hatchery, Shasta Dam, Bidwell Mansion, the CA. Train Museum in Sacramento, Movie Night, Family Games Night, our GCOE Job Fair and several presentations including Butte College and the U.C. Davis Nutrition Outreach program.) Also, just as in other data collection (CAASPP, CELDT/ELPAC and PFT) the size of our student population and the age group of students served by Success One! puts us below the statistical average in several categories resulting in asterisks or N/A ratings on the dashboard. Those markings do not necessary mean that we do not meet the standard, only that Success One! is a small school with low population numbers in some of the categories evaluated in the rubric. The school also ranked as "orange" for college and career preparation, showing only 4.4% of our students as academically prepared according to test results. We agree that our student test scores need to improve. Although the scores have improved each year since opening; with a transient student population, 35% ELL's and no mandate for students to attend on a consistent basis we are struggling not only to get students in to take the
required tests each year but to get them in for one on one developmental skills sessions. In 19-20 we will be offering increased access to online and onsite basic skills development as well as a new program geared toward preparing the adults to navigate college and it's requirements as well as to utilize tools and apps to explore various careers, research vocational education options and to prepare for life "on the job". It is also important to remember, as far as career preparation, that a good number of our students already own small businesses, are farmers or are employed in family owned agricultural or hospitality operations where they plan to continue employment after completing their high school education.

Not represented in this years rubric are some of the needs expressed in the LCAP three year plan: 1) increased ELD services 2) increased ELD training for teachers 3) increased skills development in Math and Science 4) increased PD in Next Gen Science 5) increased College and Career planning activities for all students 6) increased availability of tutoring services for Adult Foster students and ELL's 7) improved planning to increase numbers of students tested for CELDT/ELPAC and CAASPP. Other areas include providing more Computer Literacy activities to develop student skills, and increased number of CTE course options for students and an increase in bi-lingual instructional materials.

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

**Performance Gaps**

As mentioned in the previous section: Success One! is an adult charter school that does not strictly fit into the CA. 9-12 evaluation model. The current rubric shows Success One! with a low graduation rate however Success One! graduated 48.9% of its total active student population last year. As an adult charter school specific grade levels do not represent the make up of our student body. Unlike a typical 9-12 high school our students come to us with an average of 135 credits thus making them 11th -12th grade equivalency level upon entry to our school. In 18-19 76 of 82 active students were categorized as 12th grade equivalent students. Most of those "12th grades started the school year needing and average of 38 credits to graduate. Adult students are not mandated to attend as are minors which means that the adult students may not complete as many credits per year as a typical 9-12 minor in a high school setting. In light of the disparity between measuring Success One! and typical high school graduation rates Success One! has added additional tutoring services, increased online course choices, more evening hours and checks out Chromebooks to assist students in completing their diplomas more quickly and increasing our graduation rate each year. In 18-19 we have again increased availability for students to to an academic and mental health counselor, a foster student coordinator, SPED services on site, literacy coaches and increased child care services to support struggling students.

Although not clearly mentioned in the current evaluation rubric Success One! continues to work on increasing the number of students who are CELDT/ELPAC and CAASPP tested each year (as adult students they must volunteer to come in to take the tests - we cannot mandate them to attend). We are continuing to increase the number of ELL's that are re-designated and we have increased our ELD offerings significantly this year in order to reach more students and to provide targeted skills that meet their individual needs.

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

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

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

The LEA supported development of the CSI plan through leadership meetings, LCFF and CSI workshops and one-on-one mentoring for the Assistant Supt. for Curriculum and Student Services.

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

The LEA will monitor and evaluate the implementation and effectiveness of the Success One! CSI plan for student support and improvement through quarterly data reports, CSI team meetings and oversight by Assistant Supt. of Curriculum and Student Services.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Provide high quality classroom instruction and curriculum for Success One! students 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:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Local Indicator/Teacher</td>
<td></td>
<td>Goal Met</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Students will have instructors who are qualified to teach subject, specialized population, and who have training in meeting their needs. Outcome measured by percent of total instructors meeting goal. Goal for 18-19 = 85%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Access to Basic Services:</td>
<td>Goal Met</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yearly credential confirmation of teacher placement in classrooms = 80%</td>
<td></td>
</tr>
</tbody>
</table>

**Metric/Indicator**
- Priority 1: Local Indicator/ Instructional materials

Goal Met
### Expected

**18-19**
Students will have access to current standards aligned materials at their appropriate level and in line with the district of placement. Outcome measured by actual number of standards aligned materials available to students in each subject area. All new texts will be CCSS aligned.

**Baseline**  
Textbook orders of CCSS aligned materials = 100%

### Metric/Indicator

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

**18-19**
Teachers will be offered an increased number of professional development trainings in ELD, Adult Ed. strategies and working with FY. Goal for 18-19 = 75% teacher participation in trainings

**Baseline**  
Teacher participation in ELD, FY, and Adult Education strategies trainings = 60%

### Metric/Indicator

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

**18-19**
CCSS will continue to be implemented across all classrooms and courses. Goal in 18-19 = 90%

**Baseline**  
Implementation of CCSS in all classrooms:
- 2016-17 = 80%
- Participation of teachers in GCOE CCSS, ELD, NGSS professional development =100%

### Metric/Indicator

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

**18-19**
Continued emphasis will be placed on reviewing IEP's, academic plans and goals with students. Goal in 18 - 19 = 96%

### Actual

Goal Met.
**Expected**

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of IEP and academic plans and goals = 90%</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>1) Maintain staff training on Common Core, English Language Development and use of technology in the classroom (including Google Classroom training). 2) Instructor training on Get Focused Stay Focused curriculum. 3) Updated training using On Course teaching strategies.</td>
<td>1) Maintained staff training on Common Core, English Language Development and use of technology in the classroom (including Google Classroom training). 2) Instructors trained on Get Focused Stay Focused curriculum.</td>
<td>Professional Development 5800: Professional/Consulting Services and Operating Expenditures. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $7,500</td>
<td>Professional Development 5800: Professional/Consulting Services and Operating Expenditures. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,500</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>
</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.

Planned professional development workshops and trainings were carried out as outlined. Priorities for 18-19 were met.

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

Due to staff turn over it will be necessary to conduct additional ELD and NGSS trainings again in 19-20 as well as refresher Math workshops for current teachers. Additional Google Classroom training is also planned for 19-20. Overall the PD's in 18-19 led to greater effectiveness in instructing ELD students demonstrated by an increased number of re-designations and improved CELDT/ELPAC scores for 18-19. Only one teacher is consistently using Google Classroom. NGSS Science implementation is moving along as planned.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Awaiting information on 18-19 actuals

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.

No changes to this goal.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Guarantee academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of all of our Success One! students including our 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>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></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>Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased Pupil Achievement and Other Pupil Outcomes measured by:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>increased percent of CELDT eligible students tested and the percent re-designated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal for CELDT testing 18-19 = 80% of CELDT eligible students tested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal for re-designation of eligible students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19 = 33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased Pupil Achievement and Other Pupil Outcomes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of CELDT, ALPI data for EL’s = 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELDT eligible students tested = 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-designated students (of eligible) = 10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Priority in progress at this writing.
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade</td>
<td></td>
</tr>
<tr>
<td>SBAC results</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Increase the number of eligible students who complete Smarter Balanced</td>
<td></td>
</tr>
<tr>
<td>testing</td>
<td></td>
</tr>
<tr>
<td>Goal 18 - 19 = 65%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Review of achievement test data as available = 100%</td>
<td></td>
</tr>
<tr>
<td>Participation in Smarter Balanced testing = 55%</td>
<td></td>
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<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
</tr>
<tr>
<td>Priority 7: Local Metric/Programs/services developed and provided to</td>
<td></td>
</tr>
<tr>
<td>individuals with exceptional needs</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Increase number of goals and objectives on IEP's that are completed.</td>
<td></td>
</tr>
<tr>
<td>Goal 18 - 19 = 80%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Tracking and monitoring academic goals and objectives on IEP's. = 70%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
</tr>
<tr>
<td>Priority 7: Local Metric/Programs/services developed and provided to</td>
<td></td>
</tr>
<tr>
<td>unduplicated pupils</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Increase the number of of Foster Youth who attend assigned tutoring</td>
<td></td>
</tr>
<tr>
<td>sessions.</td>
<td></td>
</tr>
<tr>
<td>Goal 18 -19 = 60%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Countywide Services to Foster Youth: Increased participation in tutoring</td>
<td></td>
</tr>
<tr>
<td>services = 50%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
</tr>
<tr>
<td>Priority 7: Local Metric/Programs/services developed and provided to</td>
<td></td>
</tr>
<tr>
<td>unduplicated pupils</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Increase the percent of all Foster Youth Identified and matched to a</td>
<td></td>
</tr>
<tr>
<td>liaison.</td>
<td></td>
</tr>
<tr>
<td>Goal 18 - 19 = 90%</td>
<td></td>
</tr>
<tr>
<td>Priority in progress at this writing.</td>
<td></td>
</tr>
<tr>
<td>Goal met</td>
<td></td>
</tr>
<tr>
<td>Goal not met. All Success One students are 18 years and over. All Success</td>
<td></td>
</tr>
<tr>
<td>One foster students are adults in transition. As adults there is no</td>
<td></td>
</tr>
<tr>
<td>mandate for them to attend school or tutoring sessions. Although</td>
<td></td>
</tr>
<tr>
<td>teachers, case workers, resource teachers and school administration</td>
<td></td>
</tr>
<tr>
<td>strongly encouraged all of the adult foster students to attend</td>
<td></td>
</tr>
<tr>
<td>regularly the majority of students did not comply. Participation</td>
<td></td>
</tr>
<tr>
<td>remained at 50 % for 18-19</td>
<td></td>
</tr>
</tbody>
</table>

All Success One students are 18 years and over. All Success One foster students are adults in transition. As adults there is no mandate for them to attend school or tutoring sessions. Although teachers, case workers, resource teachers and school administration strongly encouraged all of the adult foster students to attend regularly the majority of students did not comply. Participation remained at 50 % for 18-19.
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;Additional mentors/liaisons for FY = 100%&lt;br&gt;Identified FY matched to a mentor = 80%</td>
<td>Goal Met</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</td>
<td>&lt;br&gt;<strong>18-19</strong>&lt;br&gt;Increasing the number of Foster Youth who complete all or a portion of transition plan for academic success.&lt;br&gt;Goal 18 - 19= 80%</td>
</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;Monitoring completion/partial completion of placement and transition plan for academic success of FY = 90%</td>
<td>&lt;br&gt;<strong>Baseline</strong>&lt;br&gt;Countywide Services for Expelled Pupils: (Success One! serves adults over 18 years and does not expel students) % = NA</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Priority 6: Local Metric/Expulsion rate</td>
<td>&lt;br&gt;<strong>18-19</strong>&lt;br&gt;Success One! serves adults over 18 years and does not expel students</td>
</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;Countywide Services for Expelled Pupils: (Success One! serves adults over 18 years and does not expel students) % = NA</td>
<td>&lt;br&gt;<strong>Baseline</strong>&lt;br&gt;Monitoring expelled students regularly = NA as well as feedback from district partners = NA&lt;br&gt;Coordination of prevention and intervention plans = 100%</td>
</tr>
</tbody>
</table>

**Actions / Services**<br>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>
</table>
| **Pupil Achievement:** Success One! will provide  
a) review of CELDT, ALPI data for EL's for intervention and reclassification  
b) review of achievement test data (SBAC, CAPA) as available to determine students tutoring and intervention needs to increase proficiency.  
c) tracking and monitoring of academic goals and objectives on IEP's. | **Pupil Achievement:** Success One! provided  
a) review of CELDT/ELPAC or CASAS data for EL's for intervention and reclassification  
b) review of achievement test data, SBAC/CAASPP, CAPA as available to determine students tutoring and intervention needs to increase proficiency.  
c) tracking and monitoring of academic goals and objectives on IEP's. | **Achievement and Proficiency testing 1000: Services and other operating expenditures base 1000-1999: Certificated Personnel Salaries Base $12,000** | **Achievement and Proficiency testing 1000: Services and other operating expenditures base 1000-1999: Certificated Personnel Salaries Base $12,000** |

### 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>
| **Countywide Services to Foster Youth:** Success One! will provide  
a) increased participation in tutoring services  
b) additional mentors/liaisons for FY  
c) monitoring placement and transition plan for academic success of FY  
d) coordination of services for FY students with inter-agency partners | **Countywide Services to Foster Youth:** Success One! provided  
a) increased participation in tutoring services  
b) additional mentors/liaisons for FY  
c) monitoring placement and transition plan for academic success of FY  

### Action 3

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
</table>

---
Actions/Services
Countywide Services for Expelled Pupils:
Success One! will provide
a) monitoring of previously expelled pupils (Success One! students are adults over 18 years and cannot be expelled).
b) feedback from district partners
c) coordination of prevention and intervention plans

Actions/Services
Countywide Services for Expelled Pupils:
Success One! provided
a) monitoring of previously expelled pupils (Success One! students are adults over 18 years and cannot be expelled).
b) feedback from district partners
c) coordination of prevention and intervention plans

Expenditures
Countywide Coordination 1000: Services and Other Operating Expenditures 1000-1999:
Certificated Personnel Salaries Base $2,000

Expenditures
Countywide Coordination 1000: Services and Other Operating Expenditures 1000-1999:
Certificated Personnel Salaries Base $2,000

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.

All actions and services were implemented as outlined.

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

Several of Goal 2 priorities were met in 18-19. Adult Foster students did not attend tutoring and skills building activities as often or as consistently as hoped although increased services and activities were made available for them. At this writing student CAASPP and ELPAC testing are still in progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Awaiting information for 18-19 actual expenses.

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.

No changes made to this goal.
**Annual Update**

**LCAP Year Reviewed: 2018-19**

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

**Goal 3**

Ensure that school site has a safe, welcoming and inclusive climate for all students and their families, so all students 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>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</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>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td></td>
<td>Goal Met</td>
</tr>
</tbody>
</table>

18-19

Increased student and family involvement measured by:
number of students and applicable family members who attend IEP or AAM meetings. Goal 18-19 = 95%

Baseline

Success One! will serve adults. Parents, family, and community members have a different, but important role, in supporting adult education.

2016-17

Increased Student and family Involvement:
a. attendance in IEP and AAM meetings = 90%
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</strong></td>
<td>18-19 Increased student and family involvement measured by:</td>
<td>Goal Met</td>
</tr>
<tr>
<td></td>
<td>Number of students and family member &quot;looks and likes&quot;. Goal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18 -19 = 50 %</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Outreach on Success One! Facebook pages in English and Spanish. &quot;Looks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Likes&quot; for Facebook pages = 35%</td>
<td></td>
</tr>
<tr>
<td><strong>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</strong></td>
<td>18-19 Increased attendance at school advisory board meetings. Goal</td>
<td>Goal Met</td>
</tr>
<tr>
<td></td>
<td>18 - 19 = 60%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Attendance at school advisory board meetings = 50%</td>
<td></td>
</tr>
<tr>
<td><strong>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</strong></td>
<td>18-19 Increased Feedback from students through surveys and Facebook</td>
<td>Goal Met</td>
</tr>
<tr>
<td></td>
<td>questionnaires. Goal 18-19 = 80%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Positive and increased Pupil Engagement and School Climate: Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>from students through surveys and Facebook questionnaires = 70%</td>
<td>Goal Met</td>
</tr>
<tr>
<td>**Priority 7: Local Metric/Programs/services developed and provided to</td>
<td>18-19 Increased participation rate for students at career readiness and</td>
<td>Goal Met</td>
</tr>
<tr>
<td></td>
<td>unduplicated pupils</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18 -19 = 40%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Goal Met indicates that the goal was met.*
Expected

Student and staff participation in career readiness and test preparation workshops = 30%

Metric/Indicator
Priority 7: State Indicator/College/ Career Indicator (HS only)

18-19
Increased participation in school activities and attendance at Career and College Preparation presentations and field trips. Goal for 18 - 19 = 35%

Baseline
Student, family and community participation in school activities and attendance at Career and College Preparation presentations and field trips. =30%

Metric/Indicator
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

18-19
Number of of students pre and post tested.Goal 18-19=75%

Baseline
CASAS pre and post testing of students on yearly basis to show progress in reading and math. Students participating in pre and post testing = 63%

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

18-19
Proposed percent of increase in school attendance due to additional transportation aid and child care. Goal 18-19 =additional 10%

Baseline
Providing transportation aid and childcare resulted in attendance increase = 15%.

Actual

Goal Met

Priority in progress at this writing.

Goal not met. School attendance did not increase for 18-19 despite increased child care hours and additional transportation aid.

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</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
</table>

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### Action 2

**Increased parent/family engagement**
- Invitation to School Advisory Board
- Participation in IEP, Academic Advising meetings
- Ongoing communication and outreach from GCOE staff regarding student achievement and available county resources and opportunities.
- d) announcements and school communications provided in multiple languages.

**Increased student engagement and positive school climate**
- a. All students will have access to "On Course" support strategies
- b. Implementation of "On Course" teaching methods and academic skills support for students.
- c. New faculty trained in "On Course" teaching and behavioral support strategies
- 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 school liaison and Continuing Education Plan
- g. School sponsored social and academic activities such as motivational speakers, career preparation workshops, parenting classes and real life skills training

<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. Invitation to School Advisory Board</td>
<td>a. All students had access to &quot;On Course&quot; support strategies</td>
<td>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental</td>
<td>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,500</td>
</tr>
<tr>
<td>b. Participation in IEP, Academic Advising meetings</td>
<td>b. Implementation of &quot;On Course&quot; teaching methods and academic skills support for students</td>
<td>Services and Outreach 5000-5999: Services And Other Operating Expenditures Supplemental</td>
<td>Services and Outreach 5000-5999: Services And Other Operating Expenditures Supplemental 7,500</td>
</tr>
<tr>
<td>c. Ongoing communication and outreach from GCOE staff regarding student achievement and available county resources and opportunities.</td>
<td>c. New faculty trained in &quot;On Course&quot; teaching and behavioral support strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) announcements and school communications provided in multiple languages.</td>
<td>d) Staff and students access to Bullying awareness and prevention</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) FY advocacy will include school liaison and Continuing Education Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) School sponsored social and academic activities such as motivational speakers, career preparation workshops, parenting classes and real life skills training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
motivational speakers, career preparation workshops, parenting classes and real life skills training

h) Provide increased availability of child care.

g) Provide increased availability of child care.

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.

All activities and services were implemented as outlined with the exception of "daily door to door transportation to school". While an increased number of bus passes for the Glenn Ride were made available to students plans to provide daily transportation fell through.

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

Overall, outreach activities through Facebook, website, phone calls, and fliers were effective in stimulating participation and attendance at IEP’s, Advisory Board and ELAC meetings. This year’s field trips and College nights were well attended (50% increase over last year). One on one assistance with college applications and FAFSA forms as well as job applications and resumes produced the best results again this year. Continuing to schedule pre and post tests with the front desk also allowed for increased testing to occur on 18-19. The number of school survey responses increased again this year due to a change in time and manner of distribution of the surveys, basically pairing them up with a field trip or an activity. Attendance rates stayed flat this year despite increased child care hours and availability of bus tickets and increased efforts of case workers to provide transportation for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Awaiting actual 18-19 expense information.

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.

No changes to this goal.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

2018-19
Glenn County Office of Education stakeholders were invited to contribute to the formation of the Success One! LCAP in the following ways:

1) Input from the community, service providers, other educators, the Glenn County Board of Education, potential students and staff garnered for the chartering process were utilized for the development of this plan.
2) Additionally, public meetings were held in September and November 2018, February and April 2019. Meetings included representatives from local Social Services, Job Development, Mental Health, Probation,AB 109 Task Force, Literacy, and Child Support Services to receive input to this plan. Some agencies also contributed to this plan via their in-house monthly or quarterly meetings that included Success One! staff or advisory board members.

3) Research included Census Data, and reports on the effects of low education levels on income, incarceration and other social factors.

4) Electronic and paper surveys given to Success One! students, staff and community members throughout October 2018 and March 2019. ESL students were surveyed in their classes in March 2019. Parents and Foster Youth also completed paper surveys during March 2019 survey period. Surveys were also sent at random to former Success One! students in October 2018.

5) GCOE and Success One! staff received input at monthly GCOE Leadership, Superintendent's and local school district meetings held throughout the 18-19 school year. These meetings included district superintendents and administrators representing Special Education, Court School, Expelled Students, Foster Youth and Career Technical Education.

6) GCOE Foster Youth Services received input and made recommendations to the LCFF process in Sacramento in February 2019 to legislators regarding advocacy for foster youth.

7) Discussion of LCAP priorities continued at monthly Success One! faculty meetings and quarterly Success One! advisory board and ELAC meetings. Meetings included the GCOE CTE Coordinator, Glenn Literacy Projects Coordinator and the EL Civics Coordinator.
8) Meetings during 2018-19 led to increased awareness of Success One's role in creating additional academic and career related opportunities for our out of school youth, foster youth and and displaced adults.

9) Monthly AB 109 meetings have continued to increase emphasis and collaboration on needed academic, career preparation and social services between Success One and local health and human services agencies.

10) The Career Technical Education Coordinator (CTE) has focused a new spotlight on growing Success One! career pathways and career preparation opportunities for students

Impact on LCAP and Annual Update

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

For 2019-20
Success One! has been established to meet the need for a career focused adult education program that can be individualized to meet the needs of a rural county community. Conditions of Learning, Public Outcomes, and Engagement are addressed in the charter and reflected in the LCAP.

Discussions led to developing LCAP priorities and understanding purpose and potential of LCAP goals. Discussions held at meetings garnered ideas for improving student engagement, school climate and student academic outcomes.

This information and research informed staff and advisory board discussions on school planning for 2019-20 school year.

High priority from survey input included: services to unique learners, increased career ready training (continuing to be expanded in 19-20), positive learning environment, high expectations for all. ELL students expressed a need for increased ELD training which was addressed in 18-19 and will continue to be addressed in more depth the 19-20 plan.

GCOE has revised its countywide plan for Expelled Youth. SARB was reinstated in January 2016 and partnerships have been created within the county. Foster Youth continues to provide liaisons at each school. Coordination of regional special education programs. Access for all special education students and staff to host district's activities, professional development and services.

GCOE FYS created three goals that have been implemented regionally via the LCAP: Mentoring, Tutoring, Post-secondary support.

Meetings identified needs of regional programs that GCOE departments as well as Success One! can deliver.

Review of attendance records, assessments, AB 109 population, foster youth, special education needs, CTE programs in process and achievement information to determine goals and priorities.

2018-19
Success One continued to grow its career oriented programs of study this year. The AME Digital Recording Arts program, Health Careers pathway and the ICT pathway. With the opening of our new recording studio in January 2018 students can now access on-
site classes and hands-on activities, Online courses in all pathways are now available to students. Students can also join the Glenn Chorale to fulfill the performance credit requirement in the Recording, Entertainment and Media Arts pathway. The school has been accepted as a Cisco Academy and is offering online course work towards industry certification in Networking and Systems Analysis. On -site Cisco instructor led courses have not begun as planned due to lack of a qualified instructor.Success One has advertised for and continues to seek a teacher who can build an on campus Cisco program. An online Medical Terminology course articulated with our local community college (Butte- Glenn) has also been initiated for Success One! students who are interested in preparing for a career in the Medical field.

Increased availability of Computer Literacy courses at our Community Wellness and Recovery Center (CRWC) have enabled Success One! to serve many additional AB109 students this year. This year our Computer instructor has been on site at CRWC every Friday. Additional connections to Health and Human Services, MediCal, TANF, SNAP benefits have been made available to our students at CRWC making it easier for them to apply for needed benefits.

The CTE Coordinator has been able to work with students, teachers and staff to garner increased grant funding, provide CTE professional development and teacher externships as well as to offer our 2nd annual on-site job fair for Success One! 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)

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high quality classroom instruction and curriculum for Success One! students that promotes college and career readiness with academic interventions in place to eliminate barriers to student success.</td>
</tr>
</tbody>
</table>

**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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

**Identified Need:**

**Access to Basic Services:**

a. yearly credential confirmation of teacher placement in classrooms
b. textbook orders of CCSS aligned materials
c. teacher participation in ELD, FY, and Adult Education strategies trainings

**Implementation of CCSS in all classrooms:**

a. participation of teachers in GCOE CCSS, ELD, NGSS professional development
b. review of IEP and academic plans and goals for students

**Students given a broad course of study and course access:**

a. use of technology in all classes
b. student enrollment in tutoring or intervention services
c. review of IEP and academic plans and goals
### Priority 1: Local Indicator/Teacher credential

**Access to Basic Services:**
- 2016-17 Yearly credential confirmation of teacher placement in classrooms = 80%

**Outcome:**
- Students will have instructors who are qualified to teach subject, specialized population, and who have training in meeting their needs. Outcome measured by percent of total instructors meeting goal.
  - Goal for 17-18 = 85%
  - Goal for 18-19 = 85%
  - Goal for 19-20 = 90%

**Metrics/Indicators**
- Baseline
- 2017-18
- 2018-19
- 2019-20

### Priority 1: Local Indicator/Instructional materials

**Textbook orders of CCSS aligned materials = 100%**

**Outcome:**
- Students will have access to current standards aligned materials at their appropriate level and in line with the district of placement. Outcome measured by actual number of standards aligned materials available to students in each subject area. All new texts will be CCSS aligned.

**Metrics/Indicators**
- Baseline
- 2017-18
- 2018-19
- 2019-20

### Priority 2: Local Indicator/Instructional materials

**Teacher participation in ELD, FY, and Adult Education strategies trainings = 60 %**

**Outcome:**
- Teachers will be offered an increased number of professional development trainings in ELD, Adult Ed. strategies and working with FY. Goal for 17-18
  - Goal for 18-19
  - Goal for 19-20
### Metrics/Indicators

**Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool**
- Implementation of CCSS in all classrooms: 2016-17 = 80%
- Participation of teachers in GCOE CCSS, ELD, NGSS professional development = 100%
- CCSS will continue to be implemented across all classrooms and courses. Goal in 17-18 = 85%
- Goal in 18-19 = 90%
- Goal in 19-20 = 95%

**Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs**
- Review of IEP and academic plans and goals = 90%
- Continued emphasis will be placed on reviewing IEP’s, academic plans and goals with students. Goal in 17-18 = 93%
- Goal in 18-19 = 96%
- Goal in 19-20 = 100%

### 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>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</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>Scope of Services:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

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

Unchanged Action

2017-18 Actions/Services

1) Maintain staff training on Common Core, English Language Development and use of technology in the classroom (including Google Classroom training).
2) Instructor training on Get Focused Stay Focused curriculum.
3) Updated training using On Course teaching strategies.

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

Unchanged Action

2018-19 Actions/Services

1) Maintain staff training on Common Core, English Language Development and use of technology in the classroom (including Google Classroom training).
2) Instructor training on Get Focused Stay Focused curriculum.
3) Updated training using On Course teaching strategies.

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

Unchanged Action

2019-20 Actions/Services

1) Maintain staff training on Common Core, English Language Development and use of technology in the classroom (including Google Classroom training).
2) Instructor training on Get Focused Stay Focused curriculum.
3) Updated training using On Course teaching strategies.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>Supplemental</td>
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<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</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

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

All Schools

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**
4) Additional staff will be trained on Next Generation Science Standards implementation.
5) Maintain training on Integrated Math materials and teaching strategies.

**2018-19 Actions/Services**
4) Additional staff will be trained on Next Generation Science Standards implementation.
5) Maintain training on Integrated Math materials and teaching strategies.

**2019-20 Actions/Services**
4) Additional staff will be trained on Next Generation Science Standards implementation.
5) Maintain training on Integrated Math materials and teaching strategies.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td>Amount</td>
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<td>Source</td>
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<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Development</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Development</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Development</td>
</tr>
</tbody>
</table>

5800: Professional/Consulting Services And Operating Expenditures Professional Development
## Goals, Actions, & Services

**Strategic Planning Details and Accountability**
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

**Goal 2**

Guarantee academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of all of our Success One! students including our Foster Youth, English learners, economically disadvantaged and expelled students.

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

| State Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 6: School Climate (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |

| Local Priorities: |

**Identified Need:**

Increased Pupil Achievement and Other Pupil Outcomes:
- a. review of CELDT, ALPI data for EL's
- b. review of achievement test data as available
- c. tracking and monitoring academic goals and objectives on IEP’s.

Countywide Services to Foster Youth:
- a. increased participation in tutoring services
- b. additional mentors/liquidations for FY
- c. monitoring placement and transition plan for academic success of FY

Countywide Services for Expelled Pupils:
- a. monitoring expelled students regularly
- b. feedback from district partners
- c. coordination of prevention and intervention plans
## Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Pupil Achievement and Other Pupil Outcomes: 2016-17 Review of CELDT, ALPI data for EL’s = 100% CELDT eligible students tested =60% Re-designated students (of eligible) = 10%</td>
<td>Increased Pupil Achievement and Other Pupil Outcomes measured by: increased percent of CELDT eligible students tested and the percent re-designated. Goal for CELDT testing 17-18 = 70% of CELDT eligible students tested Goal for re-designation of eligible students 17-18 = 25%</td>
<td>Increased Pupil Achievement and Other Pupil Outcomes measured by: increased percent of CELDT/ELPAC eligible students tested and the percent re-designated. Goal for CELDT/ELPAC testing 18-19 = 80% of CELDT/ELPAC eligible students tested Goal for re-designation of eligible students 18-19 = 33%</td>
<td>Increased Pupil Achievement and Other Pupil Outcomes measured by: increased percent of ELPAC eligible students tested and the percent re-designated. Goal for ELPAC testing 19- 20 = 90% of ELPAC eligible students tested Goal for re-designation of eligible students 19 - 20 = 30%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of achievement test data as available = 100% Participation in Smarter Balanced testing = 55%</td>
<td>Increase the number of eligible students who complete Smarter Balanced testing. Goal 17-18 = 60%</td>
<td>Increase the number of eligible students who complete Smarter Balanced testing. Goal 18 - 19 = 65%</td>
<td>Increase the number of eligible students who complete Smarter Balanced testing. Goal 19 - 20 = 60 %</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking and monitoring academic goals and objectives on IEP’s. = 70%</td>
<td>Increase the number of goals and objectives on IEP’s that are completed. Goal 17-18 = 75%</td>
<td>Increase number of goals and objectives on IEP’s that are completed. Goal 18 - 19 = 80%</td>
<td>Increase the number of goals and objectives on IEP’s that are completed. Goal 19 -20 = 85%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countywide Services to Foster Youth: Increased participation in tutoring services = 50%</td>
<td>Increase the number of of Foster Youth who attend assigned tutoring sessions. Goal 17-18 = 55%</td>
<td>Increase the number of of Foster Youth who attend assigned tutoring sessions. Goal 18 -19 = 60%</td>
<td>Increase the number of of Foster Youth who attend assigned tutoring sessions. Goal 19 - 20 = 60%</td>
<td></td>
</tr>
</tbody>
</table>
## Metrics/Indicators

<table>
<thead>
<tr>
<th>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Additional mentors/liaisons for FY = 100% Identified FY matched to a mentor = 80%</td>
</tr>
<tr>
<td>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</td>
</tr>
<tr>
<td>Priority 6: Local Metric/Expulsion rate</td>
</tr>
<tr>
<td>Priority 6: Local Metric/Expulsion rate</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)

| All |

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

| All Schools |

OR

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

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

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

### Actions/Services

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

- **Unchanged Action**

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

- **Unchanged Action**

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

- **Unchanged Action**

#### 2017-18 Actions/Services

- **Pupil Achievement:** Success One! will provide a) review of CELDT, ALPI data for EL's for intervention and reclassification b) review of achievement test data (SBAC, CAPA) as available to determine students tutoring and intervention needs to increase proficiency. c) tracking and monitoring of academic goals and objectives on IEP’s.

#### 2018-19 Actions/Services

- **Pupil Achievement:** Success One! will provide a) review of CELDT/ELPAC, ALPI data for EL's for intervention and reclassification b) review of achievement test data (SBAC/CAASPP, CAPA) as available to determine students tutoring and intervention needs to increase proficiency. c) tracking and monitoring of academic goals and objectives on IEP’s.

#### 2019-20 Actions/Services

- **Pupil Achievement:** Success One! will provide a) review of ELPAC, ALPI data for EL's for intervention and reclassification b) review of achievement test data (SBAC/CAASPP, CAPA) as available to determine students tutoring and intervention needs to increase proficiency. c) tracking and monitoring of academic goals and objectives on IEP’s.

### Budgeted Expenditures
## Action 2

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>
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</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</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>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
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</tbody>
</table>

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

### Actions/Services

<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>Countywide Services to Foster Youth: Success One! will provide a) increased participation in tutoring services</td>
<td>Countywide Services to Foster Youth: Success One! will provide a) increased participation in tutoring services</td>
<td>Countywide Services to Foster Youth: Success One! will provide a) increased participation in tutoring services</td>
</tr>
</tbody>
</table>
b) additional mentors/liaisons for FY

c) monitoring placement and transition plan for academic success of FY

d) coordination of services for FY students with inter-agency partners

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
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<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
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</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)

| All | [Add Students to be Served selection here] |
| [Add Location(s) selection here] |

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

| All Schools | [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))

| Schoolwide | [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |
Select from New, Modified, or Unchanged for 2017-18
Unchanged Action

2017-18 Actions/Services
Countywide Services for Expelled Pupils: Success One! will provide a) monitoring of previously expelled pupils (Success One! students are adults over 18 years and cannot be expelled). b) feedback from district partners c) coordination of prevention and intervention plans

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

2018-19 Actions/Services
Countywide Services for Expelled Pupils: Success One! will provide a) monitoring of previously expelled pupils (Success One! students are adults over 18 years and cannot be expelled). b) feedback from district partners c) coordination of prevention and intervention plans

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

2019-20 Actions/Services
Countywide Services for Expelled Pupils: Success One! will provide a) monitoring of previously expelled pupils (Success One! students are adults over 18 years and cannot be expelled). b) feedback from district partners c) coordination of prevention and intervention plans

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
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<tbody>
<tr>
<td><strong>Year</strong></td>
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<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></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.

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

| Unchanged Goal |

Goal 3

Ensure that school site has a safe, welcoming and inclusive climate for all students and their families, so all students will be in class ready to learn.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 3: Parental Involvement (Engagement) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 6: School Climate (Engagement) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

Local Priorities:

Identified Need:
Success One! will serve adults. Parents, family, and community members have a different, but important role, in supporting adult education.
1) Increased Student and family Involvement:
   a. attendance in IEP and AAM meetings
   b. outreach on Success One! website in English and Spanish
   c. attendance at school advisory board meetings
2) Positive and increased Pupil Engagement and School Climate:
   a. feedback from students through surveys and Facebook questionnaires
   b. student and staff participation in career readiness and test preparation workshops
   c. student, family and community participation in school activities and attendance at Career and College Preparation presentations and field trips.
## 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 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>Success One! will serve adults. Parents, family, and community members have a different, but important role, in supporting adult education. 2016-17 Increased Student and family Involvement: a. attendance in IEP and AAM meetings = 90%</td>
<td>Increased student and family involvement measured by: number of students and applicable family members who attend IEP or AAM meetings. Goal 17-18 = 93%</td>
<td>Increased student and family involvement measured by: number of students and applicable family members who attend IEP or AAM meetings. Goal 18-19 = 95%</td>
<td>Increased student and family involvement measured by: number of students and applicable family members who attend IEP or AAM meetings. Goal 19-20 = 97%</td>
</tr>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>Outreach on Success One! Facebook pages in English and Spanish. &quot;Looks and Likes&quot; for Facebook pages = 35%</td>
<td>Increased student and family involvement measured by: Number of students and family member &quot; looks and likes &quot;. Goal 17-18 = 45 %</td>
<td>Increased student and family involvement measured by: Number of students and family member &quot; looks and likes &quot;. Goal 18 -19 = 50 %</td>
<td>Increased student and family involvement measured by: Number of students and family member &quot; looks and likes &quot;. Goal 19 - 20 = 60 %</td>
</tr>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>Attendance at school advisory board meetings = 50%</td>
<td>Increased attendance at school advisory board meetings. Goal 17-18 = 55%</td>
<td>Increased attendance at school advisory board meetings. Goal 18 - 19 = 60%</td>
<td>Increased attendance at school advisory board meetings. Goal 18 - 19 = 65%</td>
</tr>
<tr>
<td>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</td>
<td>Positive and increased Pupil Engagement and School Climate: Feedback from students through surveys and Facebook questionnaires. Goal 17-18 = 75%</td>
<td>Increased Feedback from students through surveys and Facebook questionnaires. Goal 17-18 = 80%</td>
<td>Increased Feedback from students through surveys and Facebook questionnaires. Goal 18-19 = 80%</td>
<td>Increased Feedback from students through surveys and Facebook questionnaires. Goal19 - 20 = 85%</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 7: Local Metric/Programs/services developed and provided to unduplicated pupils</td>
<td>Facebook questionnaires = 70%</td>
<td>Increased participation rate for students at career readiness and test preparation workshops. Goal 17-18 = 35%</td>
<td>Increased participation rate for students at career readiness and test preparation workshops. Goal 18 - 19 = 40%</td>
<td>Increased participation rate for students at career readiness and test preparation workshops. Goal 19-20 = 45%</td>
</tr>
<tr>
<td>Priority 7: State Indicator/College/Career Indicator (HS only)</td>
<td>Student and staff participation in career readiness and test preparation workshops = 30%</td>
<td>Increased participation in school activities and attendance at Career and College Preparation presentations and field trips. Goal for 17-18 = 35%</td>
<td>Increased participation in school activities and attendance at Career and College Preparation presentations and field trips. Goal for 18 - 19 = 35%</td>
<td>Increased participation in school activities and attendance at Career and College Preparation presentations and field trips. Goal for 19 - 20 = 40%</td>
</tr>
<tr>
<td>Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</td>
<td>CASAS pre and post testing of students on yearly basis to show progress in reading and math. Students participating in pre and post testing = 63%</td>
<td>Number of students pre and post tested. Goal 17-18 =70%</td>
<td>Number of students pre and post tested. Goal 18-19=75%</td>
<td>Number of students pre and post tested. Goal 19-20 = 75%</td>
</tr>
<tr>
<td>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</td>
<td>Providing transportation aid and childcare resulted in attendance increase = 15%.</td>
<td>Proposed percent of increase in school attendance due to additional transportation aid and child care. Goal 17-18 = additional 20%</td>
<td>Proposed percent of increase in school attendance due to additional transportation aid and child care. Goal 18-19 = additional 10%</td>
<td>Proposed percent of increase in school attendance due to additional transportation aid and child care. Goal 19-20 = additional 10%</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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</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>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

**Actions/Services**

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

Unchanged Action

### 2017-18 Actions/Services

- Increased parent/family engagement
  a. Invitation to School Advisory Board
  b. Participation in IEP, Academic Advising meetings
  c. Ongoing communication and outreach from GCOE staff regarding student achievement and available county resources and opportunities.
  d) announcements and school communications provided in multiple languages.

### 2018-19 Actions/Services

- Increased parent/family engagement
  a. Invitation to School Advisory Board
  b. Participation in IEP, Academic Advising meetings
  c. Ongoing communication and outreach from GCOE staff regarding student achievement and available county resources and opportunities.
  d) announcements and school communications provided in multiple languages.

### 2019-20 Actions/Services

- Increased parent/family engagement
  a. Invitation to School Advisory Board
  b. Participation in IEP, Academic Advising meetings
  c. Ongoing communication and outreach from GCOE staff regarding student achievement and available county resources and opportunities.
  d) announcements and school communications provided in multiple languages.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td>Budget Reference</td>
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<td>5000-5999: Services And Other Operating Expenditures Outreach</td>
<td>5000-5999: Services And Other Operating Expenditures Outreach</td>
</tr>
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</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 | [Add Students to be Served selection here] |

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

| All Schools | [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))

| Schoolwide | [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

**Actions/Services**

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

| Unchanged Action |

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

| Unchanged Action |

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

| Unchanged Action |

**2017-18 Actions/Services**

Increased student engagement and positive school Climate

**2018-19 Actions/Services**

Increased student engagement and positive school Climate

**2019-20 Actions/Services**

Increased student engagement and positive school Climate
a. All students will have access to "On Course" support strategies  
b. Implementation of "On Course" teaching methods and academic skills support for students.
c. New faculty trained in "On Course" teaching and behavioral support strategies  
d. Staff and students access to Bullying awareness and prevention  
e. Help with transportation to school in order to increase attendance  
f. FY advocacy will include school liaison and Continuing Education Plan  
g) School sponsored social and academic activities such as motivational speakers, career preparation workshops, parenting classes and real life skills training  
h) Provide increased availability of child care.

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>$7,500</td>
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<tr>
<td>Source</td>
<td>Supplemental</td>
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<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Development</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Development</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Development</td>
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<tr>
<td>Source</td>
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<td>5000-5999: Services And Other Operating Expenditures</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>Services and Outreach</td>
<td>Services and Outreach</td>
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</tr>
<tr>
<td>Supplemental</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$85,349</td>
<td>16.51%</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).

Success One! will receive $85,349 in 2019-2020 to increase services to our un-duplicated pupils and plan to spend it on professional development for our staff and on increased one on one services for our students. Success One! will provide professional development activities in ELD, Google Classroom, California Standards, Integrated Math and Next Generation Science Skills. Funds will be spent on increased outreach and communication to students, their families and the community as well as in providing speaker presentations, Science and History based field trips and college and career preparation workshops. Additional personnel hours will be funded for career counseling and college and career readiness activities as well as technology instruction. Other personnel costs will be for basic skills development, the Foster Youth Liaison program, and targeted ELD instruction and literacy activities. Success One! will continue to increase the availability of Literacy Coaches to help students improve reading, writing and English language proficiency. Success One! will also hire an additional part-time bilingual aide in 19-20 to provide additional increased one on one basic skills support.

ELD students will receive dedicated support via a certificated teacher along with Bilingual Coaches. All students will receive additional access to intervention and credit recovery services. Foster Youth will receive education plans and career readiness services through the Foster Youth Liaison and the Success One! academic and mental health counselor. Literacy tutors will work with students to improve their reading comprehension, formal writing skills and overall English language abilities. The Bilingual instructional aide will coach students on basic Math, Science and Social studies through one on one activities designed to build their basic skills knowledge to a high school level of competency. A new College and Career readiness program will be added to the curriculum in 19-20 that will include typical job search and preparation topics, basic financial planning and financial life skills, career exploration tasks, job shadows and college search and admissions strategies. College tours and a job fair will be offered to all students.
LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
--- | ---
$101,325 | 20.24%

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).

Success One! received $101,325 in 2018-19 to increase services for our un-duplicated pupils and spent it on professional development for our staff, and on increased one on one services for our students. Success One! provided professional development activities in ELD, California Standards, and Next Generation Science Skills. New instructors also received On Course training. Funds were spent on increased outreach and communication to students, their families and the community as well as motivational speakers and college and career preparation workshops. Additional personnel hours were funded for career counseling and college and career readiness activities as well as technology instruction. Other personnel costs were for basic skills development, the Foster Youth liaison program, and targeted ELD instruction and literacy activities. Success One! continued to increase the availability of Literacy Coaches to help students improve reading, writing and English language proficiency. Success One! also hired an additional bilingual aide in 18-19 to provide increased one on one basic skills support.

ELD students received dedicated support via a certificated teacher. All students received additional access to intervention and credit recovery services. Foster Youth received education plans and career readiness services through the Foster Youth Liaison. Literacy tutors worked with students to improve their reading comprehension, formal writing skills and overall English language abilities. The Bilingual instructional aides coached students on basic Math, Science and Social studies through one on one activities designed to build their basic skills knowledge to a high school level of competency. Students received academic and mental health counseling as applicable. College tours and a job fair were be offered to all students.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
--- | ---
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).

Success One! received $174,514 in 2017-18 to increase services for our unduplicated pupils and spent it on professional development for our staff and increased one on one services for our students. Success One! will provide professional development activities in ELD, California Standards, and Get Focused Stay Focused strategies for all teachers. Funds were spent on outreach and communication to students, families and the community along with career preparation workshops. Additional personnel hours were funded for career counseling and college and career readiness activities as well as increased technology workshops. Other personnel costs included credit recovery support, the Foster Youth liaison program, and targeted ELD instruction and activities. Success One! also hired a bilingual aide in 17-18 to provide increased one on one basic skills instruction.

ELD students received dedicated support via a certificated teacher. All students received additional access to intervention and credit recovery services. Foster Youth will receive education plans and career readiness services through the Foster Youth Liaison. Literacy Coaches worked with students to improve their reading comprehension, formal writing skills and overall English language abilities. The Bilingual instructional aide coached students on basic Math, Science and Social studies through one on one activities designed to build their basic skills knowledge to a high school level of competency. Students received academic and mental health counseling as applicable. College tours and a job fair were offered to all students.
Addendum

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

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

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

**Students to be Served**

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

**Scope of Service**

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

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

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

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

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

**Location(s)**

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  
  o 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 **primarily 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 **primarily 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

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

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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

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

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

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

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

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

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

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

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

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

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

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

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

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