

# LCFF Budget Overview for Parents

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

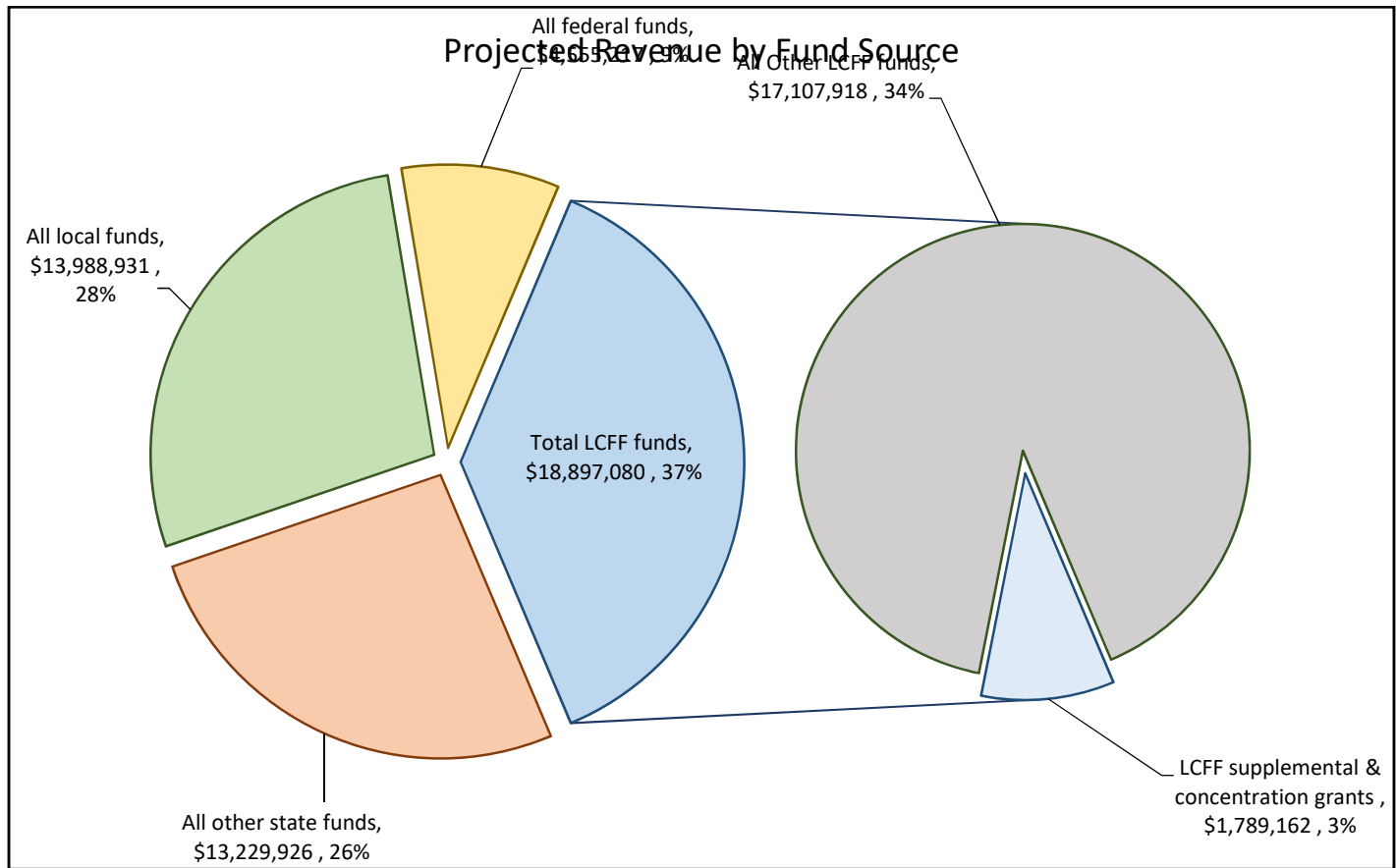
CDS Code: 09 10090 0000000

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

LEA contact information: Gabrielle Marchini

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

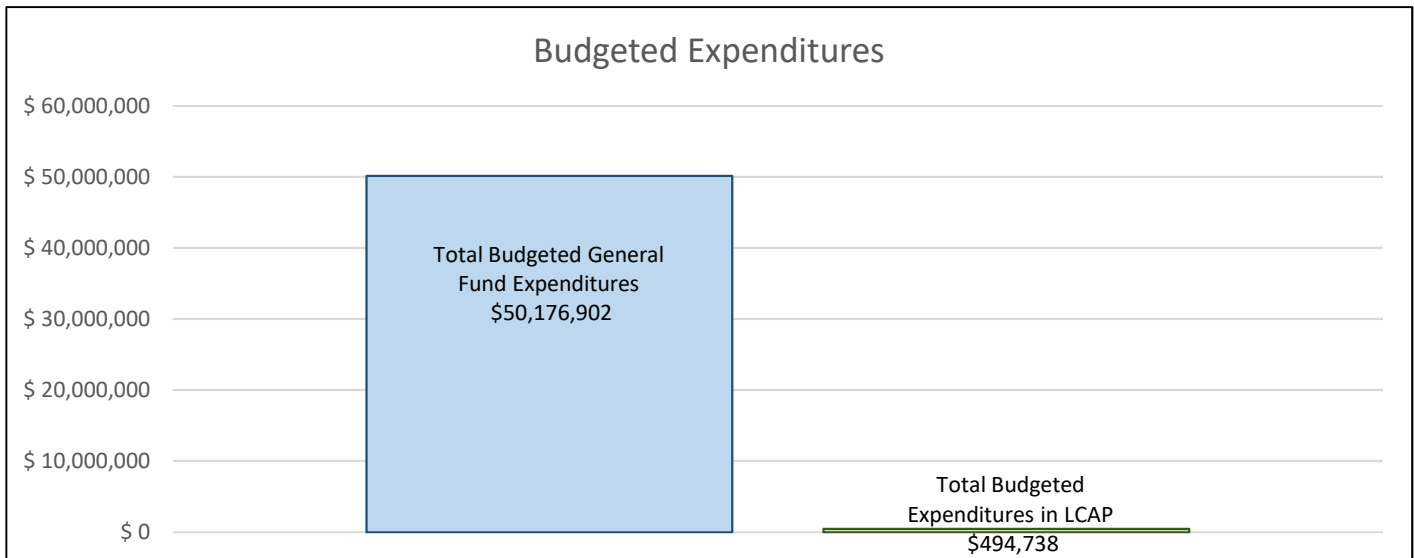


This chart shows the total general purpose revenue El Dorado County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for El Dorado County Office of Education is \$50,671,154.00, of which \$18,897,080.00 is Local Control Funding Formula (LCFF), \$13,229,926.00 is other state funds, \$13,988,931.00 is local funds, and \$4,555,217.00 is federal funds. Of the \$18,897,080.00 in LCFF Funds, \$1,789,162.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

El Dorado County Office of Education plans to spend \$50,176,902.00 for the 2019-20 school year. Of that amount, \$494,738.00 is tied to actions/services in the LCAP and \$49,682,164.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

A portion of LCFF revenue is expended on activities of a county office-wide nature such as professional development, curriculum/instructional support, superintendent/board, and support to districts. In addition, General Fund Budget Expenditures for charter schools operated by this county office are included in the amount specified, but not in this LCAP. Expenditures for charter schools are described in their respective LCAPs. The balance of the difference include expenditures of Federal, other State, or local funds.

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

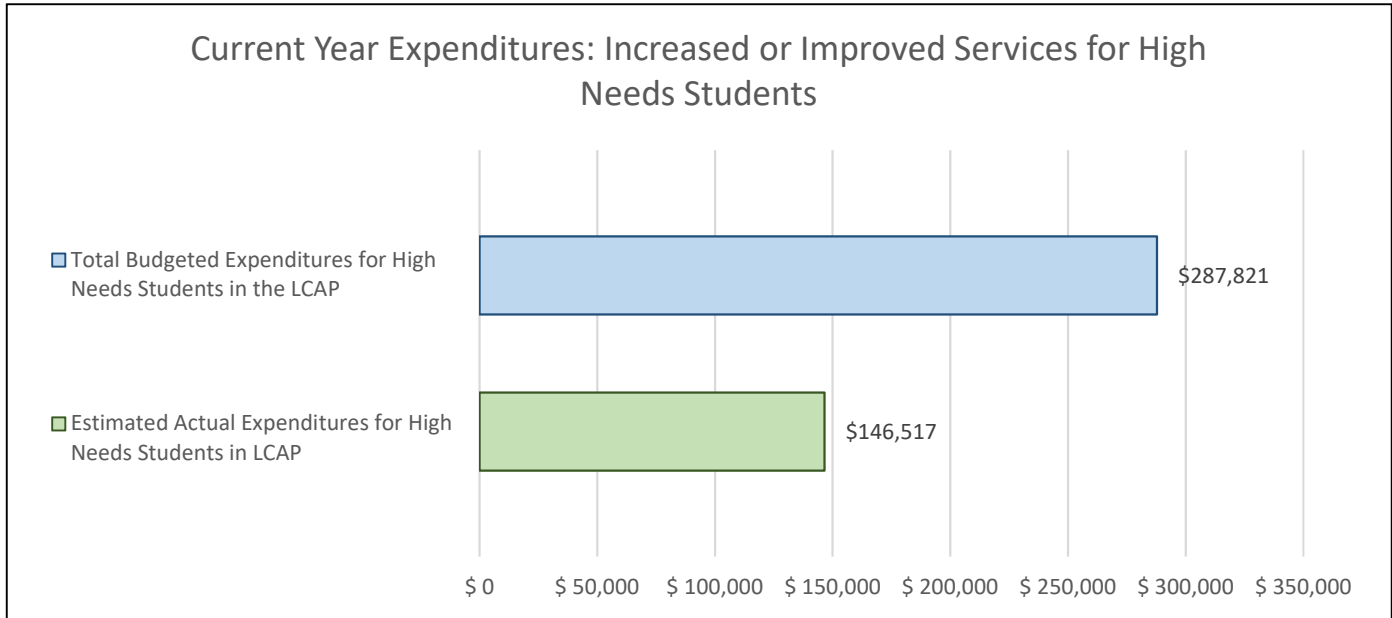
# **LCFF Budget Overview for Parents**

In 2019-20, El Dorado County Office of Education is projecting it will receive \$1,789,162.00 based on the enrollment of foster youth, English learner, and low-income students. El Dorado County Office of Education must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, El Dorado County Office of Education plans to spend \$109,867.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

General Fund Budget Expenditures for charter schools operated by this county office are included in the amount specified, but not in this LCAP. Expenditures for charter schools are described in their respective LCAPs. The balance of the difference include expenditures of Federal, other State, or local funds.

# LCFF Budget Overview for Parents

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



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

In 2018-19, El Dorado County Office of Education's LCAP budgeted \$287,821.00 for planned actions to increase or improve services for high needs students. El Dorado County Office of Education estimates that it will actually spend \$146,517.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$141,304.00 had the following impact on El Dorado County Office of Education's ability to increase or improve services for high needs students:

See Annual Update for details about differences in expenditures for details. Less dollars were spent due to less funds received.

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

El Dorado County Office of Education

Contact Name and Title

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## 2017-20 Plan Summary

### The Story

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

Golden Ridge School, located in Placerville, California, is a court school in El Dorado County. Blue Ridge School, located in South Lake Tahoe, California, is a court school in El Dorado County, designed to serve the Lake Tahoe region. The schools operate 228 days per year, and although Golden Ridge and Blue Ridge are separate schools, they run as one program. While Juvenile Court schools are required to serve students 240 minutes per day, Golden Ridge and Blue Ridge serve students beyond the minimum 240 minutes per day. The student population consists of court-incarcerated youth that generally range between grades 6 and 12. The Court School Program staff, in partnership with Probation staff, are dedicated to creating safe and productive learning environments where positive experiences enrich student alternatives and choices. We are committed to providing individualized academic programs for our students to best advocate for their present and future educational needs and goals, including differentiated instruction that allows access to standards-based curriculum, innovative use of technology, and development of the 21st-century skills needed to be college and/or career ready upon graduation. We also strive to create a positive and productive learning environment that promotes social and emotional skill development by engaging students in activities that improve self-esteem, help students learn to interact in a positive manner with others, and utilize appropriate conflict resolution, anger management, and decision-making strategies. In addition, parent communication is an important part of the educational plan for each student. To begin the process, a letter is mailed to parents upon enrollment, inviting them to participate in their child's educational plan.

One of the challenges of measuring the academic success of students in court schools is that the length of time that we have with the students varies greatly and differs from regular, comprehensive schools. Some students are with us for 24 hours and others are with us for as long as a few months. The average length of stay for our students in 2018-19 at Golden Ridge was 23 days and Blue Ridge was 31 days, with a variance from 1 day to multiple months. Due to this variance in attendance, many of the indicators that are used for the LCAP, and rubrics used for the 2018

California Dashboard for Alternative Schools (DASS), are approached differently for the purpose of truly measuring our progress with our students. These differences are indicated throughout this LCAP for the purpose of clarity. Often we will refer to local measures, as this is the best way to demonstrate student growth and the performance of the program, although we do use state measures whenever possible. The additional state measure of suspensions is added for 2018-19, since the Dashboard for Alternative Schools (DASS) was released in November 2018. For the other DASS measures, the school's population is too small to capture on the DASS and local measures are being used. Please note that all items listed in the previous Single Plan are now contained in the LCAP.

The following metrics for Priority 4 are not completely applicable to our student population:

- Career Technical Education programs of study – many of our students have a short length of stay so completion of a CTE course would be challenging. Given this short length of stay, staff implemented Eureka software to explore career and college options. When we did have a student who was on track to graduate and able to participate in CTE due to a longer length of stay, we were able to offer courses in our Odysseyware program and use other sources to meet the individual needs of that student;
- Percentage of students who complete A-G courses – as noted above, most students are not enrolled with us long enough to complete A-G courses. We do work on supporting them so that when they return to their school upon exit, they have made progress toward completing courses (including A-G courses). The Odysseyware program provides the opportunity for students to work on A-G course completion for students who are prepared to do so, but we do not have enough students with us long enough to calculate a percentage of completion;
- Statewide Assessments and EAP - most of the students in our schools are in high school. We administer the CAASPP assessments each year to the students who are enrolled with us during our testing window (unless they already tested in their regular schools). Students are tested in grades 3-8 and 11 (if we have students in these grade levels) and our testing window does not close until mid-June, so that we capture any students who enroll and have not been tested. For this reason, we do not have CAASPP data in time for the completion of this LCAP, and the numbers are quite small due to low enrollment in our schools. With students testing in mid-June, even the Online Reporting System (a method provided by CDE to see preliminary student data) is not available to access testing information in time for Board approval of our LCAP. While students have the opportunity to participate in the EAP, often they do not choose to do so. As an alternative to CAASPP, and for the purpose of more accurately measuring the academic abilities of our students, we use local pre/post assessment data to measure student progress. In last year's LCAP we shared that we have piloted and purchased the NWEA MAP assessment system for this purpose. The NWEA MAP program is now fully implemented in 2019 with this LCAP. With the rollout of the DASS Dashboard in November 2018, we did not have as much data as we had anticipated due to so few students enrolled the court schools. The only information provided through the DASS Dashboard was suspension data. Therefore, the NWEA MAP program continues to be a critical assessment to measure student progress;
- Advanced Placement Exams – as has been previously presented, most of our students enter our program with academic challenges that do not correspond with a need to take an AP course and an AP Exam. We have not had a student this year who has had this need. If we did have a student who was prepared for AP-level work, we would support that and would offer the AP exam as needed; and
- EL Reclassification rate – since students are with us for a short period of time, unless we have them with us during the ELPAC Summative testing window in the spring, we would not be able to have the appropriate time and data to reclassify English Learners in most

situations. We administer the ELPAC, for initial and summative purposes, to our EL students, and we share the information with the students' transition schools. If we have students for an extended period of time that meet the criteria for reclassification, we would certainly attempt to this while they are enrolled in our program.

The following metrics for Priority 5 are not completely applicable to our program:

- Chronic absenteeism – unless a child is ill, school attendance is mandatory while enrolled in Golden Ridge and Blue Ridge. On occasion, a situation might arise where a student misses a day of school, but it is very rare;
- High school graduation rates – the formula used for this is based on the DASS graduation rate formula. Even though the DASS Dashboard was released with an alternative graduation rate formula, the student size is too small for our Dashboard to give us data. Instead, we list the number of students who have received diplomas, completed the GED, or have received a Certificate of Completion; and
- Middle and High School Dropouts – students do not drop out while in our program. After they leave our program, we have found that most students return to school and are not entered in CALPADS for some time. Since CALPADS is our system for detecting dropouts, the data is not accurate until December (when certification occurs) of the following year.

The following metrics for Priority 6 are not applicable:

- Pupil expulsion rates – we do not expel students from our court schools.

Regarding the metrics for Priority 7, as currently structured, COE Court Schools do not have a sufficiently stable enrollment to schedule multi-year curricular strands designed to meet all A-G requirements. It is much more common for students to enter our school credit deficient in core curricular areas, and the need for meeting graduation requirements becomes the course access focus for students. Upon enrollment in our schools, we undergo a thorough review of transcripts to ensure that students are accessing courses that meet graduation requirements and are making progress toward earning a diploma. The Odysseyware program offers a broad opportunity for access to coursework and we are prepared to provide these offerings to those students who are prepared for them.

The El Dorado County Office of Education (EDCOE) also provides Foster Youth Services for students throughout El Dorado County. The Foster Youth Services Coordinating Program (FYSCP) is a California Department of Education grant and Title I funded program that supports district and community collaboration and services designed to alleviate problems leading to the low academic performance and the subsequent long-term effects often experienced by foster youth due to the numerous disruptions in their placement and education. FYSCP facilitates timely placement into an appropriate educational setting and assists districts with timely records transfer. In addition, this EDCOE program provides training and consultation to county schools/districts and foster youth serving agencies regarding legislation related to the education of and best practices for serving foster youth. FYSCP also provides individualized services for referred foster youth such as advocacy and case management, links to community services, and tutoring, thus increasing the stability of placements for foster youth.

California Education Code (EC) Section 48926 requires county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. As required, the plan was adopted by the governing board of each school district within our county, and by the county board of education, and submitted to the State Superintendent of Public Instruction in 1997. EC Section 48926 also requires that each



county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update of that plan to the State Superintendent of Public Instruction. Educational programs within El Dorado County provide excellent opportunities for students who are in need of traditional and/or alternative education programs. Local school districts offer a broad spectrum of services augmented by El Dorado County Office of Education programs, providing a continuum of services to expelled youth. Early intervention strategies on comprehensive school sites, alternative programs on and off comprehensive school sites, and/or referral to the El Dorado County Office of Education programs, respond to student diversity and community needs by providing the opportunity for academic success for all kindergarten through grade twelve public school students living in El Dorado County. EDCOE staff meets with all new school district superintendents and principals to review and coordinate available services, options, and procedures on a regular basis.

## LCAP Highlights

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

Continuing increased efforts were made to include parents in their child's education by offering open house events, additional educational progress updates and back to school nights. The expanded parent participation opportunities in 2018-19 were well-received and have increased parent participation in the court schools. As a result, we intend to continue to include this participation as an ongoing part of our program. Character Based Literacy training was held twice this year and the curriculum has been fully implemented. A social/emotional learning curriculum, called BASE, is being piloted this year. Eureka career options software, self assessment, career matching and Goodheart-Wilcox soft skills in the work place and financial literacy curriculum have been implemented as career and technical education options for the short-term stay students. New PE curriculum and training was purchased and implemented based on feedback from student surveys.

## 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

Golden Ridge and Blue Ridge Schools are classified as alternative schools - therefore, student performance data is not currently available in the California Dashboard. The students at both schools are considered to be at-risk students and an area of focus has been to regularly collect progress data using local assessment tools. Upon review of available data, including CAASPP results (when available), student work, teacher observations, NWEA MAP assessments, and the DASS Dashboard, it was determined that:

1. Students who attended the court school for longer than 90 days showed improvement in their academic abilities;
2. Students with disabilities who attended the court school for longer than 90 days showed improvement in their academic abilities;
3. EL students showed improvement at a higher rate in English Language Arts than Mathematics;



4. Focus has been placed on helping our high-risk students " learn how to learn," including the implementation of BASE social/emotional learning curriculum;
5. Blue Ridge had 1 student receive a diploma;
6. Golden Ridge had 3 students receive diplomas;
7. Odysseyware curriculum has been used to provide students with access to CTE and courses related to College and Career Readiness;
8. CTE courses using Eureka Software were implemented to accommodate students who have shorter lengths of stay, and the Goodheart-Wilcox curriculum for soft skills in the work place and financial literacy training was also implemented;
9. Character Based Literacy was fully implemented and staff received extensive professional development over 2 days;
10. More parent participation opportunities were added this year, including two open house nights that were held on visitation days, which increased parent participation and communication. Additional parent letters and school updates were implemented to increase communication from the school to the parents;
11. Student surveys indicated that physical education was not very engaging. To further address student engagement and physical activity, physical education software and equipment were purchased and implemented into the court school program. Feedback from student surveys had been that PE was boring and there was not much variation in activities. The addition of the new equipment has positively changed student engagement in PE; and
12. Additional trainings have been offered to staff in ongoing Odysseyware, Character Based Literacy, Trauma informed Care, Goodheart-Wilcox soft skills in the work place and financial literacy programs.

In order to continue to experience the progress presented above, staff will continue to be trained in NWEA MAP, so they can accurately address student needs and measure progress. In addition, we will continue to explore offering CTE courses (even if they are abbreviated to accommodate students' shorter lengths of stay), and to offer career exploration opportunities for students. We expect that our focus on supporting our students to understand how they learn will continue to provide improved learning outcomes for our students.

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 stated above, Golden Ridge and Blue Ridge Schools are classified as alternative schools - student performance data is available in the DASS California Dashboard. However, due to the very small number of students enrolled in Golden Ridge and Blue Ridge Schools only suspension data was reported on the DASS. The students at both schools are considered to be at risk students and an area of focus has been to regularly collect progress data using local assessment tools.

Only four students took the CAASPP last year. Due to FERPA, scores will not be reported for needs or performance gaps in the LCAP. Since a small number of students taking the CASSPP continues to be a pattern in the juvenile court schools (as a result of several factors, such as the length of time in the school setting, gaps in other schooling and related social issues), the team will continue to use local assessment data and the NWEA to identify needs and gaps in students education and to

improve delivery of effective, engaging and meaningful instruction, participate in related professional development activities, and continue to track student progress through continual assessment. In addition, the team will look at implementing an effective prep program for students to effectively prepare them for the state testing process. Review of available data, including CAASPP results (when available), DASS California Dashboard, student work, teacher observations and NWEA MAP assessments, it was determined that:

The NWEA MAP growth test uses a scale called RIT to measure student achievement and growth. RIT stands for Rausch Unit, which is a measurement scale developed to simplify the interpretation of test scores. RIT scores range from about 100 - 300. Students typically start at the 180 - 200 level in the third grade and progress to the 220 - 260 level by high school.

#### Mathematics

71% of our students demonstrate need in the area of Mathematics. The lowest goal areas are 1) operations and algebraic thinking, and 2) Geometry. Students with disabilities scored, on average, about 6 points lower than their peers without disabilities, with an average RIT of 210 compared to 216 for students without disabilities.

#### Reading

56% of our students demonstrate need in the area of Reading. 25% test in the average/high average range which is an improvement over last year. The lowest goal areas are 1) informational text and 2) Literature. Students with disabilities scored, on average, about 9 points lower than their peers without disabilities with an average RIT of 210 compared to 219 for students without disabilities.

#### Language Usage

27% of our students demonstrate need in the area of language usage while 19% score in the Average/High Average range. The lowest goal areas are 1) understanding, editing and organizing, and 2) planning, developing and researching. Students with disabilities, on average, scored about 3 points lower than their peers without disabilities, with an average RIT score of 207 compared to 210 for students without disabilities.

The information the DASS revealed was that suspensions increased 1.8% at Blue Ridge and decreased 4.3% at Golden Ridge. This data demonstrates a need to work on revising the school-wide behavior system and full implementation of the incentive program at Blue Ridge. Since this data was released, continuous improvement of the behavior system has been a focus. An incentive committee was formed, consisting of students, teachers, probation staff and the principal. The committee's job was to identify areas for improvement of the behavior incentive program. Students and staff gave input into items they wanted to see in the incentive program, that were more attractive to students. Some items were removed from the old system and new items were added. The school team will continue to explore ways to improve conditions and climate. The new items provide students opportunities for choice and improve the commitment to education by providing educationally related materials. Students are more connected to their behavior, as a result, and are learning to be more self-aware. Student behavior in class has improved and students report that overall, the switch has been positive. School staff has identified opportunities for students to earn whole-class incentives such as pizza parties based on their behavior as a community. As a result, students have been successfully earning these incentives weekly. This addition has made a positive impact on the group dynamic. The positive outcomes from these alternatives to suspension have led to a very positive school culture.

Probation and the board of supervisors made the decision to close Golden Ridge School in June 2019 and combine it with Blue Ridge. As a result, there will be a focus on integrating and implementing all of the LCAP goals at the combined location at Blue Ridge in 2019-2020.

An important part of meeting the needs of students is to involve parents as much as possible in their children's education. Parent involvement can be especially challenging at court schools and continues to be an area of need at Golden Ridge and Blue Ridge, as evidenced through parent surveys. At the School Site Council meeting, parent feedback was that the open house nights were wonderful, but parents would like progress summaries on student academics more often since visitation is so limited. Staff is exploring the possibility of getting additional progress summaries to parents in addition to the regular reporting periods. Currently, each parent receives an invitation to participate in their child's education plan upon enrollment. In addition, a communication process for students with special needs, including students with IEPs, is being used effectively. To further increase participation, parents will be contacted via phone calls and personal invitations. Staff held parent conferences, in-person parent meetings and a school open house. Four early release days will be added to the calendar to facilitate parent involvement and meetings. Staff will continue to work with Probation to schedule these meetings on parent visitation days to encourage increased attendance.

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

The current DASS data gave very little information due to so few students enrolled at Golden Ridge and Blue Ridge. The information the DASS revealed was that suspensions increased 1.8% at Blue Ridge, which is a performance gap that will be addressed through revision and implementation of the positive behavior incentives, and the team will continue to explore ways to improve conditions and climate. As a result, local assessment measures are used to assess students academic performance.

Performance Gaps identified by the NWEA assessment:

The NWEA Map Growth test uses a scale called RIT to measure student achievement and growth. RIT stands for Rausch Unit, which is a measurement scale developed to simplify the interpretation of test scores. RIT scores range from about 100 to 300. Students typically start at the 180 - 200 level in the third grade and progress to the 220 - 260 level by high school.

### Mathematics

71% of our students demonstrate need in the area of Mathematics. The lowest goal areas are 1) operations and algebraic thinking, and 2) Geometry. Students with disabilities scored, on average, about six points lower than their peers without disabilities with an average RIT of 210 compared to 216 for students without disabilities. To address this gap, the team will explore new software Math software options that assess and instruct students at their current levels and allow them to progress at an appropriate rate, filling gaps in their knowledge. The team will increase direct instruction/individual tutoring in Math on a daily basis and identify individual needs based on IEPs for special education students.

### Reading

56% of our students demonstrate need in the area of reading, while 25% test in the average/high average range, which is an improvement over last year. The lowest goals areas are 1) informational

text and 2) Literature. Students with disabilities scored, on average, about 9 points lower than their peers without disabilities, with an average RIT score of 210 compared to 219 for students without disabilities. To address this gap, the team will improve fidelity to the Character Based Literacy curriculum and increase reading scores by ensuring the use of Accelerated Reader. CBL will be taught every day for 90 minutes and the team will continue to provide intervention for IEP students to address gaps and provide consistent support to improve reading scores.

#### Language Usage

27% of our students demonstrate need in the area of language usage, while 19% score in the average/high average range. The lowest goal areas are 1) understanding, editing and organizing, and 2) planning, developing and researching. Students with disabilities scored, on average, about three points lower than their peers without disabilities, with an average RIT of 207 compared to 210 for students without disabilities. To address this gap, in the 2019-20 school year, the team will implement a supplemental writing curriculum to complement CBL, called Write Ahead. Additional writing opportunities and instruction are offered throughout the day and across the curriculum. IEP students are given additional support to improve their writing.

Since the release of the DASS and the increase in suspensions at Blue Ridge, continuous improvement in the behavior system has been a focus. An incentive committee was formed consisting of students, teachers, probation staff and the principal. The committee's job was to identify areas for improvement in the behavior incentive program. Students and staff gave input into items they wanted to see in the incentive program that were more attractive to students. Some items were removed from the old system and new items were added. The new items provide students opportunities for choice and improve the commitment to education by providing educationally related materials. Students have become more connected to their behavior and are learning to be more self-aware. Student behavior in class has improved, and students report that overall the switch has been positive. School staff has identified opportunities for students to earn whole-class incentives such as pizza parties based on their behavior as a community. As a result, students have been successfully earning these incentives weekly. This addition has made a positive impact on the group dynamic. The very positive outcomes from these alternatives to suspension have led to a more positive school culture. This will continue to be an area of focus into next year, as the next release of the DASS will show the outcome of these efforts.

## 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.

No schools in this LEA were 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.

No schools in this LEA were identified for CSI.

## 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.

No schools in this LEA were identified for CSI.

# 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

Ensure that all students will have access to a quality education that promotes college and career readiness in the 21st century.

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 4: Pupil Achievement (Pupil Outcomes)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
  - Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
  - Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Metrics Outcome 1 and 1.1</p> <p>1. Rate of teacher misassignment will be monitored to ensure 100% of teachers are properly assigned. In addition, credentialing is monitored to ensure that teachers are fully credentialed in the subject area and for the pupils they are teaching.</p> <p>2. Instructional materials inventory will occur and the results of the inventory will indicate that 100% of students will have access to CCS-aligned coursework.</p>	<p>18-19</p> <p>Outcome 1 and 1.1</p> <p>1. 100% of the teachers at Golden Ridge and Blue Ridge are credentialed and properly assigned.</p> <p>2. Instructional materials inventory indicates that 100% of students had access to CCS-aligned coursework.</p>

## Expected

3. Facilities maintenance reports will indicate that all facilities are in good repair.

### Metrics Outcome 1.2

1. Monitor data collected from teacher observations, materials inventories, etc. to ensure that 100% of students have access to CSS via Odysseyware.

2. Use Odysseyware assessments to monitor student progress and successful completion of coursework. Every student who is in the court school will take an intake assessment, and all students enrolled over 90 days will have an assessment based on Federal Program Monitoring guidelines.

3. Monitor special education student progress using IEP progress report data.

4. Establish baseline data to measure student access to A-G courses through intake assessments.

### Metrics Outcome 1.3

## Actual

3. Facilities maintenance reports continue to indicate that 100% of facilities are in good repair.

### Outcome 1.2

1. Data continues to be monitored and collected from teacher observations and materials inventories. The data indicates that 100% of students have access to CSS via Odysseyware or other CSS adopted textbooks.

2. Odysseyware assessments continue to be used to monitor student progress and successful completion of coursework. 100% of enrolled students in the court school had intake assessments upon enrollment, and all students enrolled over 90 days were assessed based on Federal Program Monitoring guidelines. Additionally, NWEA assessments were added to the intake for all students.

3. Progress of 100% of the special education students was monitored using IEP progress report data per the federal law.

4. 100% of the students enrolled had their transcripts reviewed and intake assessments completed. This data was used to determine if students were scheduled into A-G courses.

5. A College and Career Library was developed with resources to assist 100% of the students detained in court school for more than 90 days. Students had access to the library for more in-depth career exploration. Additional college and career resources were added with the purchase of Eureka college and career curriculum and Goodheart-Wilcox soft skills in the work place and financial literacy training.

6. Community Work project-based social/emotional learning curriculum continues to be implemented to assist students in furthering their career exploration. An additional social/emotional learning curriculum, called BASE, is being piloted this year.



## Expected

1. Monitor 100% of master schedules and intervention schedules to ensure that additional instructional time has been allocated to support students' needs for academic support.
2. 100% of assessment records (transcripts, files, and records) will be evaluated to measure individual academic progress during their time in our program.
3. 100% of available student assessment data will be gathered and evaluated to determine areas of the instructional program that need to be improved.
4. The current intake assessment system and ongoing progress monitoring systems (Odysseyware and Renaissance Learning Starfall) will be used to determine if additional assessment programs are needed. 100% of students take an intake assessment.

### Metrics Outcome 1.4

1. Student data reports will show that pre- and post-assessments are administered for 100% of the enrolled English Learners.
2. 100% of Individual English Learner's progress in learning English will be monitored using the pre- and post-assessment from the adopted ELD program (EDGE). This program provides literacy support across the content areas to support English Learners in accessing the state standards.
3. English language acquisition monitored individually for 100% of the students while they are enrolled.\*

\*State Priority 4 - Students are not enrolled in Blue Ridge and Golden Ridge long enough to use CELDT/SBAC results or AMAO 1, 2, or 3 as a

## Actual

### Outcome 1.3

1. 100% of master schedules and intervention schedules were monitored to ensure that additional instructional time was allocated to support students' needs for academic support. 100% of students had access to the additional instructional time.
2. 100% of assessment records (transcripts, files, and records) were evaluated to measure individual academic progress during their time in our program.
3. 100% of available student assessment data was gathered and evaluated to determine areas of the instructional program that need to be improved.
4. The assessment system and ongoing progress monitoring systems by Odysseyware were used. Staff selected an additional NWEA assessment tool to replace Renaissance Learning Starfall. 100% of students continue to complete intake assessments.

### Outcome 1.4

1. Pre-and post-assessment data records indicate that 100% of English Learners were placed in a program using the EDGE curriculum. Pre- and post-assessments indicated that 100% of enrolled English Learners were given pre-and post-assessments.
2. Assessments indicate that 100% of individual English Learners' progress was measured using the pre- and post-assessments from EDGE, along with CELDT/ELPAC data.
3. EDGE assessment data indicates that English language acquisition was monitored individually for 100% of the English Learners while they were enrolled.\*

## Expected

measurement of ELD program effectiveness or of reclassification. In addition, very few, if any students are enrolled long enough to be reclassified. In the event that a student was able to meet reclassification criteria, then steps would be taken to reclassify.

### Metrics Outcome 1.5

#### Metric:

1. Monitor rehabilitation services provided to all students enrolled in the program.
2. Monitor Social/emotional support services provided to all students enrolled in the program.
3. Specialized programs will be monitored including academic intervention and social-emotional supports.
4. Student attendance rates will be monitored to maintain the current 74% attendance rate.
5. Student survey results will be monitored to indicate that the majority of students feel safe and connected to the school. In addition, survey results will be monitored to ensure that the students' academic needs are met at school.

### Metrics Outcome 1.6.1, 1.6.2 and 1.6.3

1. Data reports will be monitored for the number of days before transferring Foster Youth are enrolled in school and enrolled in classes, and the number of days before transferring Foster Youth are awarded/earned credits to ensure it is within 2 days;
2. Attendance rates; school discipline rates; standardized test scores will be monitored.
3. Surveys will indicate that 100% of districts are continuing to provide access to AB216 and will be monitored.

**18-19**

Outcome 1 and 1.1

## Actual

\*State Priority 4c and 4d students were not enrolled in Blue Ridge and Golden Ridge long enough to use ELPAC/SBAC results or AMAO 1, 2, or 3 as a measurement of ELD program effectiveness or of reclassification success. In addition, very few, if any students were enrolled long enough to be reclassified. In the event that a student was able to meet reclassification criteria, then steps were taken to reclassify.

### Outcome 1.5: Expelled Youth

1. Rehabilitation services continue to be provided to all students who enrolled in the program.
2. Social/emotional support services were provided to all students enrolled in the program.
3. Specialized programs were available, including academic intervention and social/emotional supports.
4. Student attendance rates were monitored to maintain a rate of at least 75%.
5. Student survey results indicate that the majority of students felt safe and connected to the school. In addition, survey results indicated that the majority of students felt that their academic needs were met at school.

### Outcome 1.6, 1.6.2 and 1.6.3: Foster Youth

1. Data reports indicate that the number of days before transferring Foster Youth were enrolled in school and enrolled in classes, and the number of days before transferring Foster Youth are awarded/earned credits was within 2 days.
2. Training and consultation with districts was implemented to assist districts with monitoring attendance rates, school discipline rates, and for timely transfer of records. This assists with reporting for the LCAP as well.
3. Trainings and consultations to districts was provided for appropriate implementation of AB216.

## Expected

1. 100% of the teachers at Golden Ridge and Blue Ridge will be credentialed and properly assigned.
2. Instructional materials inventory will occur and the results of the inventory will indicate that 100% of students will have access to CCS-aligned coursework.
3. Facilities maintenance reports will be monitored and will continue to indicate that 100% of facilities are in good repair.

### Outcome 1.2

1. Data will continue to be monitored and collected from teacher observations and materials inventories. The data will continue to indicate that 100% of students will have access to CSS via Odysseyware or other CSS adopted textbooks.
2. Odysseyware assessments will continue to be used to monitor student progress and successful completion of coursework. 100% of enrolled students in the court school will take an intake assessment upon enrollment, and all students enrolled over 90 days will have assessments based on Federal Program Monitoring guidelines. Additionally, NWEA assessments will be added to intake for all students.
3. 100% of Special education students will have progress monitored using IEP progress report data per the federal law.
4. 100% of students enrolled will have transcripts reviewed and an intake assessment. This data will continue to be used to determine if a student will be scheduled into A-G courses.
5. A College and Career library was developed with resources and that will assist 100% of students detained in court school more than 90 days. Students will have access to the library for more in-depth career exploration.
6. Community Work project-based social-emotional learning curriculum will continue to be implemented to assist students in furthering their career exploration.

### Outcome 1.3

## Actual

## Expected

1. 100% of master schedules and intervention schedules will continue to be monitored to ensure that additional instructional time has been allocated to support students' needs for academic support. 100% of students will have access to the additional instructional time.
2. 100% of assessment records (transcripts, files, and records) will continue to be evaluated to measure individual academic progress during their time in our program.
3. 100% of available student assessment data will continue to be gathered and evaluated to determine areas of the instructional program that need to be improved.
4. The assessment system and ongoing progress monitoring systems of Odysseyware will continue to be used. Staff selected an additional NWEA assessment tool to replace Renaissance Learning Starfall. 100% of students will continue to take an intake assessment.

### Outcome 1.4

1. Pre-and post-assessment data records will indicate that 100% of English Learners are placed in a program using the EDGE curriculum. Pre and post assessments will continue to indicate that 100% of English Learners enrolled were given a pre-and post-assessment.
2. Assessments will indicate that 100% of Individual English Learner's progress is measured for all students using the pre- and post-assessments from EDGE along with CELDT/ELPAC data.
3. EDGE assessment data will indicate that English language acquisition is monitored individually for 100% of English Learners while they are enrolled.\*

\*State Priority 4c and 4d- Students are not enrolled in Blue Ridge and Golden Ridge long enough to use ELPAC/SBAC results or AMAO 1, 2, or 3 as a measurement of ELD program effectiveness or of reclassification success. In addition, very few, if any students are enrolled long enough to be reclassified. In the event that a student was able to meet reclassification criteria, then steps would be taken to reclassify.

### Outcome 1.5: Expelled Youth

## Actual

## Expected

### Metric:

1. Rehabilitation services will continue to be provided to all students to enrolled in the program.
2. Social/emotional support services will be provided to all students enrolled in the program.
3. Specialized programs will be available to serve this population, including academic intervention and social-emotional supports.
4. Student attendance rates will be monitored to maintain a rate of at least 75%.
5. Student survey results will continue to indicate that the majority of students feel safe and connected to the school. In addition, survey results will indicate that the majority of students state that their academic needs are met at school.

### Outcome 1.6, 1.6.2 and 1.6.3: Foster Youth

1. Data reports will indicate that the number of days before transferring Foster Youth are enrolled in school and enrolled in classes, and the number of days before transferring Foster Youth are awarded/earned credits is within 2 days;
2. Trainings and consultation with districts will be implemented to assist them in monitoring attendance rates, school discipline rates, and for timely transfer of records. This will assist with reporting for the LCAP as well.
3. Trainings and consultations to districts will be provided for appropriate implementation of AB216.

### **Baseline**

#### Baseline Outcome 1 and 1.1

1. 100% of the teachers at Golden Ridge and Blue Ridge are credentialed and properly assigned.
2. Instructional materials inventory indicated that 100% of students had access to CCS-aligned coursework.

## Actual

## Expected

3. Current facilities maintenance reports indicate that 100% of facilities are in good repair.

### Baseline Outcome 1.2

1. Data was monitored and collected from teacher observations and materials inventories. The data indicated that 100% of students had access to CSS via Odysseyware.

2. Odysseyware assessments were used to monitor student progress and successful completion of coursework. Every student enrolled in the court school took an intake assessment, upon enrollment, and all students enrolled over 90 days had an assessment based on Federal Program Monitoring guidelines.

3. Special education student progress was monitored using IEP progress report data per the federal law.

4. Each student that enrolled had transcripts reviewed and an intake assessment. This data was used to determine if a student needed to be scheduled into A-G courses.

### Baseline Outcome 1.3

1. 100% of master schedules and intervention schedules were monitored to ensure that the additional instructional time has been allocated to support

## Actual

## Expected

students' needs for academic support. 100% of students had access to the additional instructional time.

2. 100% of assessment records (transcripts, files, and records) were evaluated to measure individual academic progress during their time in our program.

3. 100% of available student assessment data was gathered and evaluated to determine areas of the instructional program that need to be improved.

4. The current intake assessment system and ongoing progress monitoring systems (Odysseyware and Renaissance Learning Starfall) were used and staff determined that Odysseyware is a valuable assessment tool that they will continue using. The Renaissance Learning Starfall program has some shortcomings as an ongoing progress monitoring assessment tool and staff will be looking to identify an additional assessment system for next year. 100% of students took an intake assessment.

### Baseline Outcome 1.4

1. Pre-and post-assessment data records indicate that 100% of English Learners are assessed prior to being placed in a program using the EDGE curriculum. Pre and post assessments indicate that 100% of English Learners enrolled were given a pre-and post-assessment.

2. Assessments indicated that 100% of Individual English Learner's progress is measured for all students using the pre- and post-assessments from EDGE along with CELDT data.

3. EDGE assessment data indicated that English language acquisition was monitored individually for 100% of English Learners while they were enrolled.\*

\*State Priority 4c and 4d - Students are not enrolled in Blue Ridge and Golden Ridge long enough to use CELDT/SBAC results or AMAO 1, 2, or 3 as a measurement of ELD program effectiveness or of reclassification. In addition, very few, if any students are enrolled long enough to be reclassified. In the event that a student was able to meet reclassification criteria, then steps would be taken to reclassify.

## Actual



## Expected

## Actual

### Baseline Outcome 1.5

#### Metric:

1. Rehabilitation services were provided to all students enrolled in the program.
2. Social/emotional support services were provided to all students enrolled in the program.
3. Specialized programs have been developed and implemented to serve this population, including academic intervention and social-emotional supports.
4. Student attendance rates were monitored and indicated the current rate is 75%.
5. Student survey results indicate that the majority of students feel safe and connected to the school. In addition, survey results indicate that the majority of students state that their academic needs are met at school.

### Baseline Outcome 1.6, 1.6.2 and 1.6.3: Foster Youth

1. Data reports indicated that the number of days before transferring Foster Youth are enrolled in school and enrolled in classes, and the number of days before transferring Foster Youth are awarded/earned credits is within 2 days;
2. Attendance rates; school discipline rates; standardized test scores - not available at this time;
3. Surveys indicate that 100% of districts are providing access to AB216.

## Actions / Services

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

### Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Teachers will be employed in core academic program areas.	Teachers were employed in core academic program areas.	1.4236 FTE Teachers Core Program  LCFF Base Object Codes 1000-1999 \$100,829 Object Codes 3000-3999 \$35,067  Base \$135,896	0.9451 FTE Teachers Core Program  LCFF Base Object Codes 1000-1999 \$63,156 Object Codes 3000-3999 \$22,117  1000-1999: Certificated Personnel Salaries Base \$85,273

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers will be credentialed and properly assigned.	All teachers are credentialed and properly assigned.	The cost of this action is included as part of regular staff duties related to credential monitoring. Other 0	

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Odysseyware licenses will continue to be purchased. Additional Odysseyware training will be provided to staff to increase their skills.	Odysseyware licenses were purchased. Additional Odysseyware training was provided to staff to assist in increasing their skills.	5800: Professional/Consulting Services And Operating Expenditures Base \$15,400	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$21,000

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
New standards-aligned textbooks will continue to be purchased to align with both El Dorado Union High School District ( EDUHSD) and Lake Tahoe Unified School	New standards-aligned textbooks were purchased to align with both El Dorado Union High School District (EDUHSD) and Lake Tahoe Unified School District	4000-4999: Books And Supplies Base \$14,220	4000-4999: Books And Supplies Other \$2,442

District (LTUSD) as they adopt additional textbooks to facilitate continuity in curricula, teaching and learning.

(LTUSD) as they adopt additional textbooks to facilitate continuity in curricula, teaching and learning. Additional teacher guides and Character Based Literacy (CBL) programs were purchased this year.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Odysseyware professional development will be provided. Assessment training to support effective instruction will be provided	Odysseyware professional development was provided. Assessment training to support effective instruction was also provided.	4 Release Days per Teacher  Restricted Federal Resources Object Codes 1000-1999 \$1,760 Object Codes 3000-3999 \$312 Object Codes 5200 \$5,500  Title I-A \$7,572	4 Release Days per Teacher  Restricted Federal Resources Object Codes 1000-1999 \$2,970 Object Codes 3000-3999 \$1,032 Object Codes 5200 \$5,000 1000-1999: Certificated Personnel Salaries Base \$9,002

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will attend State Standard Curriculum and Instruction Training to build upon and improve classroom instruction, integrated and designated ELD strategies will be included in the trainings.	Staff attended State Standard Curriculum and Instruction Training to build upon and improve classroom instruction. Integrated and designated ELD strategies were included in the trainings. Staff attended Character Based Literacy (CBL) training this year.	Restricted Federal Resources Object Codes 1000 - 1999 \$1,976 Object Codes 3000-3999 \$524  1000-1999: Certificated Personnel Salaries Title I-A \$2,500	Restricted Federal Resources Object Codes 1000 - 1999 \$1,485 Object Codes 3000-3999 \$516 1000-1999: Certificated Personnel Salaries Base \$2,001

## Action 7

Planned  
Actions/Services

The students enrolled in Golden Ridge and Blue Ridge who are currently taking A-G courses will have access to A-G courses through working with their previous high schools and/or through Odysseyware.

Actual  
Actions/Services

Students enrolled in Golden Ridge and Blue Ridge who were previously enrolled in A-G courses had access to A-G courses through working with their previous high schools and/or through Odysseyware.

Budgeted  
Expenditures

The cost of this action is already included as part of regular staff duties. Other 0

Estimated Actual  
Expenditures

## Action 8

Planned  
Actions/Services

The core program instructional minutes required by education code is 240 minutes per day. Our Court Schools will offer 340 instructional minutes per day.

Actual  
Actions/Services

The core program instructional minutes required by education code is 240 minutes per day. Our court schools offer 340 instructional minutes per day.

Budgeted  
Expenditures

1.7364 FTE  
  
LCFF Supplemental  
Object Codes 1000-1999  
\$134,556  
Object Codes 3000-3999  
\$35,067  
  
Supplemental \$169,623

Estimated Actual  
Expenditures

1.81 FTE  
  
LCFF Base  
Object Codes 1000-1999  
\$123,633  
Object Codes 3000-3999  
\$42,873  
2000-2999: Classified Personnel  
Salaries Base \$166,506  
  
1.24 FTE  
  
LCFF Supplemental  
Object Codes 1000-1999  
\$85,032  
Object Codes 3000-3999  
\$29,487  
2000-2999: Classified Personnel  
Salaries Supplemental \$114,519

## Action 9

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Instructional Assistants will be employed at both schools to support student learning.

Instructional Assistants were employed at both schools to support student learning.

0.8062 FTE  
Instructional Assistants

LCFF Supplemental  
Object Codes 2000-2999  
\$33,880  
Object Codes 3000-3999  
\$9,107

.8814 FTE  
Instructional Assistants

Title 1  
Object Codes 2000-2999  
\$41,368  
Object Codes 3000-3999  
\$13,685

Supplemental \$98,040

2.0 FTE  
Instructional Assistants

Title 1A & D  
Object Codes 2000-2999  
\$30,336  
Object Codes 3000-3999  
\$17,064

2000-2999: Classified Personnel  
Salaries Title I \$47,400

## Action 10

### Planned Actions/Services

Odysseyware intervention components will be used. Staff will also prepare individualized lessons for students who need intervention.

### Actual Actions/Services

Odysseyware intervention components were used and staff prepared individualized lessons for students who needed intervention.

### Budgeted Expenditures

LCFF Supplemental  
Object Code 5800  
\$8,576  
  
5800: Professional/Consulting  
Services And Operating  
Expenditures Supplemental  
\$8,576

### Estimated Actual Expenditures

LCFF Supplemental  
Object Code 5800  
\$5,750  
Supplemental \$5,750

## Action 11

### Planned Actions/Services

Additional Chromebooks will be purchased as old ones need to be replaced to allow students access to core educational programs and

### Actual Actions/Services

Additional Chromebooks were purchased, which allow students access to core educational programs and interventions.

### Budgeted Expenditures

LCFF Supplemental  
Object Code 4300  
\$1,140

### Estimated Actual Expenditures

Title IV, Part A, Student Support  
Object Code 4300-ChromeBooks  
\$8,491  
Object Code 4400-Promethenon

interventions. Additionally, a document camera will be used to increase access for students to complete core and intervention lessons .

Additionally, a document camera was used to increase access for students to complete core and intervention lessons . New TVs with video cameras were purchased to facilitate further learning through technology.

4000-4999: Books And Supplies  
Supplemental \$1,140

Boards  
\$9,763

4000-4999: Books And Supplies  
Title IV \$18,254

## Action 12

### Planned Actions/Services

All English learners will be given EDGE Assessments and ELPAC data will be reviewed to monitor English learner progress.

### Actual Actions/Services

All English Learners were given EDGE assessments and ELPAC data was reviewed to monitor English Learner progress.

### Budgeted Expenditures

The cost of this action is already included as part of regular staff duties. Other 0

### Estimated Actual Expenditures

## Action 13

### Planned Actions/Services

Services that support academic resources to expelled youth in El Dorado County as described in EDCOE's plan for providing educational services to expelled youth in Appendix C are ongoing.

### Actual Actions/Services

Services that support academic resources to expelled youth in El Dorado County as described in EDCOE's plan for providing educational services to expelled youth in Appendix C continued.

### Budgeted Expenditures

These services are already included in regular staff duties. Other 0

### Estimated Actual Expenditures

## Action 14

### Planned Actions/Services

Foster Youth will be identified and placed into appropriate classrooms and provided the necessary instructional, behavioral and emotional supports to achieve this goal. The County Office of Education offers a wide array of services to address Foster Youth educational issues, including

### Actual Actions/Services

Foster Youth are identified and placed into appropriate classrooms and provided with the necessary instructional, behavioral and emotional supports. The County Office of Education offers a wide array of services to address Foster Youth educational issues, including assistance in

### Budgeted Expenditures

Foster Youth Liaison and County-wide Coordination and Support Services

7366 Foster Youth Countywide

Object Codes  
2000-2999

### Estimated Actual Expenditures

Foster Youth Liaison and County-wide Coordination and Support Services

7366 Foster Youth Countywide

Object Codes  
2000-2999

assistance in identification of Foster Youth and obtaining school records, making appropriate placements/changes, referrals/links to other services in school and the community, family support consultations, participation in student study teams, assistance in creating behavior/incentive intervention plans to improve student achievement, and arranging for funding for tutoring for individual students in danger of failing. In addition, El Dorado County Office of Education, foster youth services will provide education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status, minimizing school changes, establishing a mechanism for the efficient expeditious transfer of health and education records and the health/education passport, and information that is required to be included in court reports. Foster youth services will also respond to requests from the juvenile court for information, and work with the juvenile court to ensure the delivery and coordination of necessary educational services.

identification of Foster Youth and obtaining school records, making appropriate placements/changes, referring/linking to other services in school and the community, consulting family support, participating in student study teams, assisting in creating behavior/incentive intervention plans to improve student achievement, and arranging for tutoring funding for individual students in danger of failing. In addition, El Dorado County Office of Education, Foster Youth Services, provides education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status, minimizing school changes, establishing a mechanism for the efficient expeditious transfer of health and education records and the health/education passport, and information that is required to be included in court reports. Foster Youth Services also responds to requests from the juvenile court, and works with the juvenile court to ensure the delivery and coordination of necessary educational services.

\$80,664  
Object Codes  
3000-3999  
\$30,406  
  
2000-2999: Classified Personnel  
Salaries Other \$111,070

\$106,828  
Object Codes  
3000-3999  
\$46,760  
  
Other \$153,588



# Analysis

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

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

The addition of CBL training, Odysseyware training and technology professional development has given the staff increased skills to implement the curriculum with fidelity. The increased technology creates additional multiple means of representation and access to ensure more college and career access and learning.

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

The training and additional technology have increased the staff's ability to provide credit recovery, more intervention and options for students detained, as measured by staff surveys and increased options of courses for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

## Goal 1

### Material Differences

Action	Budgeted	Actual	Variance
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1	\$ 135,896.00	\$ 85,273.00	\$ 50,623.00	-This material difference is due to the fact that while Golden Ridge and Blue Ridge continued to provide 340 instructional minutes per day, their decreased ADA allowed for spending more on LCFF Supplemental, Title 1A and Title 1D. This is based on increased services due to lower student count.
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3	\$ 15,400.00	\$ 21,000.00	\$ (5,600.00)	- The reason for this material difference is that licenses are based on number of users and we had fewer users and lower ADA.
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4	\$ 14,220.00	\$ 2,442.00	\$ 11,778.00	- This material difference is due to Golden Ridge closing and fewer students in court school, fewer text books were needed.
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5	\$ 7,572.00	\$ 9,002.00	\$ (1,430.00)	-This material difference is due due to step and column changes of staff.
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6	\$ 2,500.00	\$ 2,001.00	\$ 499.00	-This material difference is due to curriculum costing less than anticipated.
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8	\$ 169,623.00	\$ 281,025.00	\$ (111,402.00)	- This material difference is due to the fact that while Golden Ridge and Blue Ridge continued to provide 340 instructional minutes per day, their decreased ADA allowed for spending more on LCFF Supplemental, Title 1A and Title 1D. This is based on increased services due to lower student count.
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9	\$ 98,040.00	\$ 47,400.00	\$ 50,640.00	- This material difference is due to a new hire that started at a lower step.
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10	\$ 8,576.00	\$ 5,750.00	\$ 2,826.00	- This material difference is due to components costing somewhat less than our original estimate.
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11	\$ 1,140.00	\$ 18,254.00	\$ (17,114.00)	- This material difference is due to changing needs in technology. Originally only replacement Chromebooks were budgeted. After further assessing the needs for whole group direct instruction, a Promethian Board, additional Chromebooks and a large screen TV were purchased to further facilitate learning through technology.
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14	\$ 111,070.00	\$ 153,588.00	\$ (42,518.00)	- This material difference is due to a PERS increase and the current secretary position increased from .75 FTE to 1.0 FTE.
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Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The following changes were made :

Action 11 - Originally only replacement Chromebooks were budgeted. After further assessing the needs for the whole group direct instruction, a Promethian Board, additional Chromebooks and a large screen TV were purchased to further facilitate learning through technology.

# 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

Goal 2: Provide an innovative and engaging education that meets the diverse learning needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

## Annual Measurable Outcomes

### Expected

#### Metric/Indicator

##### Metrics:

1. Professional development agendas, descriptions, and sign-in sheets will be monitored to ensure that 100% of the teachers are trained to use teaching strategies that support the learning needs of high-risk youth and alternatives to suspension.
2. Data from administrator observation of teachers will indicate that 100% of teachers are using teaching strategies that support the learning needs of high-risk youth;
3. Student achievement data will show that 90% of students are progressing toward individual learning goals;
4. Student suspension rates will stay at or below the current 1% rate;
5. Dropout rates will be monitored and will decrease from 5% to 3%;
6. Student survey responses will indicate that student engagement has increased to 80%.

##### New Metric beginning 2018-19:

7. Student Survey responses and teacher observation will indicate that students are engaged in Career Exploration options: Road Trip Nation, use of the Career Exploration library, and "Community Works".

### Actual

#### 18-19

1. Professional development agendas, descriptions, and sign-in sheets were monitored to ensure that 100% of the teachers were trained to use teaching strategies to support the learning needs of high-risk youth and alternatives to suspension.
2. Data from administrator observation of teachers indicate that 100% of teachers were using teaching strategies that supported the learning needs of high-risk youth. BASE social/emotional curriculum was added as a pilot this year to increase student engagement and positive behavior for at-risk youth.
3. Student achievement data shows that 90% of students are progressing toward individual learning goals.
4. Student suspension rates at Blue Ridge increased 1.8%, Golden Ridge declined 4.3%. This has demonstrated a need to change the school-wide behavior system at Blue Ridge.
5. Dropout rates, referred to as graduation rates on the Alternative California School Dashboard (DASS), are not reported for our schools because our enrollment is too low. Data quest has not reported any rates since 2016-17. For the 2018-19 school year, Blue Ridge had 1 student receive a diploma and Golden Ridge had 3. Probation is responsible for ensuring that students re-enroll in school upon release, if they did not obtain diplomas during their stay.
6. Student survey responses indicated that student engagement has increased to 80%. To further address student engagement and physical activity, physical education software and equipment were purchased and implemented into the court school program. Feedback from student surveys was that PE was boring and there was not much variation in activities. The addition of the new equipment has positively changed student engagement in PE.
7. Student Survey responses and teacher observation indicated that students are engaged in Career Exploration options: Road Trip Nation, the new Eureka career exploration software, and Goodheart-Wilcox soft skills in the work place and financial literacy curriculum. In addition, students use the Career Exploration library, and "Community Works". BASE social/emotional

## Expected

### 18-19

#### Outcome 2.0:

1. Professional development agendas, descriptions, and sign-in sheets will continue to be monitored and indicate that 100% of the teachers were trained to use teaching strategies that support the learning needs of high-risk youth and alternatives to suspension.
2. Data from administrator observation will continue to indicate that 100% of teachers are using teaching strategies that support the learning needs of high-risk youth;
3. Student achievement data will be monitored and continue to indicate that greater than 90% of students are progressing toward individual learning goals;
4. Student suspension rates will continue to be monitored to drop the rate of suspension and for teachers to use alternatives to suspension.
5. Student drop out rates will continue to be monitored to attempt to get drop out rates to less than 3%. To assist in this, education, career and technical education materials will be implemented with 100% of the students.
6. Student surveys will be given and responses will be monitored to indicate student engagement at 80% or higher.

## Actual

curriculum was added as a pilot this year to increase student engagement and positive behavior.

### 18-19

#### Outcome 2.0:

1. Professional development agendas, descriptions, and sign-in sheets were monitored and indicate that 100% of the teachers were trained to use teaching strategies that support the learning needs of high-risk youth and alternatives to suspension.
2. Data from administrator observation indicate that 100% of teachers are using teaching strategies that support the learning needs of high-risk youth;
3. Student achievement data was monitored and indicate that greater than 90% of students are progressing toward individual learning goals;
4. Student suspension rates were monitored and encouraged teachers to use alternatives to suspension.
5. Student drop out rates were monitored as an attempt to get drop out rates to less than 3%. To assist in this goal, education, career and technical education materials were implemented with 100% of the students
6. Student surveys were given and responses indicate student engagement at 80% or higher.

## Expected

### Baseline

Baseline Outcome 2.0:

1. Professional development agendas, descriptions, and sign-in sheets were monitored and indicate that 100% of the teachers were trained to use teaching strategies that support the learning needs of high-risk youth and alternatives to suspension.
2. Data from administrator observation indicated that 100% of teachers are using teaching strategies that support the learning needs of high-risk youth;
3. Student achievement data showed that 90% of students are progressing toward individual learning goals;
4. Student suspension rates were monitored and the rates from this released information indicated that 3.57% of students were suspended based on a cumulative enrollment of 84 students. This will continue to be monitored to drop the rate of suspension and for teachers to use alternatives to suspension.
5. Student drop out rates were monitored and indicated that 7 out of 84 students dropped out. The methodology for calculating the "graduation rate" for drop out statistics, is that a student must promote within four years of starting the 9th grade. CDE uses any student who receives an "award" as a graduate - diploma, GED, certificate of completion, etc. However, federal law permits IEP students with disabilities to be exempt from the 4 year award timeline and affords them the opportunity to continue to work to get their diplomas until they are 22 years old. Golden Ridge and Blue Ridge are alternative schools where we have greater than 30% of our students identified as having IEPs. Therefore, these metrics are not consistent with the federal law, so it appears that we have a higher drop out rate than we actually do. These rates will continue to be monitored.
6. Student surveys were given and responses indicated that student engagement has increased to 80%.

## Actual

### Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The purchase of an ongoing progress monitoring assessment system (NWEA) will be completed and the system will be implemented with fidelity. Staff will participate in monthly data dives to look at student progress and utilize the ongoing progress monitoring data to plan student instruction. All students will be assessed ongoing and school will remain in compliance with assessing students every 90 days.	The purchase of an ongoing progress monitoring assessment system (NWEA) was completed and the system was implemented with fidelity. Staff participated in monthly data dives to look at student progress and utilize the ongoing progress monitoring data to plan student instruction. All students were assessed on an ongoing basis and the schools remained in compliance with assessing students every 90 days.	<p>1 Release Day Per Teacher LCFF Concentration Object Codes 1000-1999 \$440 Object Codes 3000-3999 \$78</p> <p>LCFF Supplemental Object Code 5800 \$5,000 Object Code 5806 \$500</p> <p>1000-1999: Certificated Personnel Salaries Concentration \$6018</p>	<p>1 Release Day Per Teacher LCFF Base Object Codes 1000-1999 \$1,485 Object Codes 3000-3999 \$516</p> <p>LCFF Base Object Code 5875 \$5,072</p> <p>1000-1999: Certificated Personnel Salaries Base \$7,073</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Go Guardian software will be utilized daily to monitor student engagement on software, student responsibility and safety.	Go Guardian software was utilized daily to monitor student engagement on software, student responsibility and safety. In addition, to increase student engagement and health, physical education equipment and technology were purchased.	<p>LCFF Supplemental Object Code 5800 \$250</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$250</p>	<p>LCFF Supplemental Object Code 5800 \$250</p> <p>LCFF Supplemental Object Code 4300 \$5,000 4000-4999: Books And Supplies Supplemental \$5,248</p>

## Action 3

Planned

Actual

Budgeted

Estimated Actual



Actions/Services	Actions/Services	Expenditures	Expenditures
Accelerated Reader will be maintained. More books will be purchased to update library and replace books. Character Based Literacy will continue to be piloted and purchased.	Accelerated Reader was maintained. More books were purchased to update the library and replace books. Character Based Literacy continues to be piloted.	LCFF Concentration Object Code 5800 \$2,976 Object 4200 \$1,198  4000-4999: Books And Supplies Concentration \$4,174	LCFF Base Object Code 5800 \$2,982  5800: Professional/Consulting Services And Operating Expenditures Base \$2,982

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Road Trip Nation will be implemented as a career and vocational exploration curriculum. 100% of students will access and be enrolled in Road Trip Nation. Teachers will receive training from the publishers to prepare for the implementation.</p> <p>100% of the students enrolled in court school for over 90 days will complete the Serve Safe certificate program and created resumes.</p> <p>A college and career exploration library will be maintained for students to further research and explore careers and colleges.</p> <p>In addition, the "Community Works" curriculum will continue to be implemented.</p>	<p>Road Trip Nation was implemented as a career and vocational exploration curriculum. 100% of students had access to and were enrolled in Road Trip Nation. Teachers received training from the publishers.</p> <p>100% of the students enrolled in court school for over 90 days completed the Serve Safe certificate program and created resumes.</p> <p>A college and career exploration library was maintained for students to further research and explore careers and colleges.</p> <p>The "Community Works" curriculum was implemented. BASE social emotional curriculum was purchased as a pilot. Also, Eureka Career Exploration Software and Goodheart-Wilcox soft skills in the work place and financial literacy curriculum were</p>	<p>LCFF Base Object Code 5200 \$1,000 Object Code 4300 \$250  4000-4999: Books And Supplies Base \$1,250</p>	<p>LCFF Base Object Code 5200 \$1,000 Object Code 4300 \$250 4000-4999: Books And Supplies Base \$3,348</p>

bought as additional resources for students.

## 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.

Increased curriculum was needed, based on teacher and student surveys. Therefore, the BASE social/emotional curriculum is being piloted, and the Eureka Career Exploration Software and Goodheart-Wilcox curriculum were added for increased support for social/emotional learning, career exploration and soft skills in the workplace. The curriculum has created increased student engagement, as well as meeting the diverse needs of students in this setting and the varying lengths of stay. NWEA assessments were given to all students to measure learning gaps.

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

NWEA was very effective in monitoring student progress and learning gaps so staff could plan interventions for students appropriately, as measured by data through the software. Additional social and emotional learning curriculum, career exploration and soft skills in the workplace were implemented, as measured by student and staff survey feedback, which demonstrates that these additions were highly effective in further preparing students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2  
Material Differences

Action	Budgeted	Actual	Variance	
1	\$ 6,018.00	\$ 7,073.00	\$ (1,055.00)	-This material difference is due to a miscalculation where we did not include the cost of all four teachers.
2.	\$ 250.00	\$ 5,248.00	\$ (4,998.00)	- This material difference is due to the need for more PE equipment to increase student engagement, as a result of student surveys.
3	\$ 4,174.00	\$ 2,982.00	\$ 1,192.00	- This material difference is due the curriculum costing less than anticipated.
4	\$ 1,250.00	\$ 3,348	\$ (\$2,098.00)	- This material difference is due to the additional purchase of BASE social/emotional curriculum, which was purchased as a pilot. Eureka Career Exploration Software and Goodheart-Wilcox soft skills in the work place and financial literacy curriculum were bought as additional resources for students.

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.

Changes were due to the following additional purchases and can be found in Action 4; BASE social/emotional curriculum was purchased as a pilot, Eureka Career Exploration Software and Goodheart-Wilcox soft skills in the work place and financial literacy curriculum were bought as additional resources for students. Additional changes can be found in Action 2, due to the need for more PE equipment to increase student engagement as a result of student surveys.

# 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

Goal 3: Provide a clean and safe learning environment that is culturally responsive to all students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<div><p><b>Metric/Indicator</b></p><p>Metrics 3.0:</p><p>1. Facilities inspection records will be monitored and indicate a clean environment;</p><p>2. Student surveys will be given and indicate that we have a safe and culturally responsive environment.</p></div>	<div><p>18-19</p><p>Outcome 3.0:</p><p>1. Facility inspection records were monitored and indicate a clean and safe environment.</p><p>2. Student surveys indicate that we have a safe and culturally responsive environment.</p></div>

## Expected

### 18-19

Outcome 3.0:

1. Facilities inspection records will continue to be monitored and indicate a clean and safe environment.
2. Student surveys will continue to be given and indicate that we have a safe and culturally responsive environment.

### Baseline

Baseline 3.0:

1. Facilities inspection records that included a Grand Jury county inspection occurred in the facility and a facility inspection occurred on 7/31/15. We have yet to receive the results of the Grand Jury inspection. The inspection on 7/31/15 determined that we have a clean and safe environment.
2. Student surveys were given and indicated that we have a safe and culturally responsive environment.

## Actual

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
An MOU will be implemented with probation, and inspections will report that the learning environment is clean, safe and culturally responsive to students.	A new MOU was updated with probation, and inspections report that the learning environment is clean, safe and culturally responsive to students.	\$0 Other \$0	

# Analysis

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

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

Probation is in charge of facilities, and an updated MOU was put in place between EDCOE and Probation.

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

Probation is in charge of facilities. As measured by a facilities inspection, the facilities are in good condition. A new MOU was created in 2019 between EDCOE and Probation for ongoing collaboration. Student surveys indicate that students feel safe and that the augmented new behavior system is responsive and creating a better environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

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

# 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 4

Establish communication policies and procedures to inform parents about their child's placement, participation and progress in the educational programs. Encourage parents to give input regarding student program planning and design.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Metrics Outcome 4.0:

1. Communicate with parents, document through letters, phone logs, and email records.
2. Parent surveys will indicate that 100% of parents receive school communication that is timely and informative.
3. Parent invitation for consultation rate will indicate that 100% of parents are sent invitations.
4. Parent surveys will be given.

Actual

Outcome 4.0:  
18-19

1. Parent communication was documented through letters, phone logs, and email records.
2. The School Site Council administration survey of parents indicates that communication is timely and informative. The parents also requested more frequent communication. Based on this feedback, more frequent progress reporting to parents is now in place.
3. 100% of parents were sent invitations for consultations.
4. Parent surveys indicate that parents feel connected to the school and that they have input into their child's education.
5. Additional parent open houses were held to increase parent involvement and communication. Data collected determined an increase in parent attendance.

## Expected

## Actual

### 18-19

1. Communication with parents will continue to be documented through letters, phone logs, and email records.
2. The School Site Council administration survey will indicate that communication is timely and informative.
3. Parents will continue to be sent invitations for participation in their student's educational program at a rate of 100%.
4. Parent surveys will continue to indicate that parents feel connected to the school and that they have input into their child's education.

### Baseline

1. Communication with parents was documented through letters, phone logs, and email records.
2. During the School Site Council administration survey, parents indicated that communication was timely and informative.
3. 100% of parents were sent invitations for participation in their student's educational program.
4. Parent surveys will indicate that parents feel connected to the school and that they have input into their child's education.

## Actions / Services

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

### Action 1



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A process of communication and consultation upon enrollment has been implemented. Throughout the School Site Council process, personal invitations are made to families to participate via phone calls. There is an additional communication process for all students who have IEPs. Staff will hold parent conferences, in person parent meetings and a school open house. Every Tuesday will be an early release day throughout the year to facilitate collaborative planning, and facilitate parent involvement and meetings. Staff will schedule an open house, this will be scheduled on parent visitation days to encourage increased attendance. Data will be collected to determine if increased parent involvement has occurred as a result of this new practice.</p>	<p>A process of communication and consultation upon enrollment continues to be implemented. Throughout the School Site Council process, personal invitations were made to families to participate via phone calls. During the School Site Council this year, parents indicated that they wanted more frequent progress report updates. Based on this feedback, more frequent reporting was implemented. There was an additional communication process for all students who have IEPs; staff held parent conferences, in-person parent meetings and two school open houses. Every Wednesday was an early release day to facilitate collaborative planning, and facilitate parent involvement and meetings. Staff scheduled open houses on parent visitation days to encourage increased attendance. Data was collected to determine if increased parent involvement has occurred as a result of this new practice and the results showed increased attendance.</p>	<p>Print, postage and other associated costs</p> <p>LCFF Base Object Codes 5700-5799 \$675 Object Codes 5900 \$175</p> <p>5900: Communications Base \$850</p>	<p>Print, postage and other associated costs</p> <p>LCFF Base Object Codes 5700-5799 \$619 Object Codes 5900 \$90 5900: Communications Base \$709</p>

# 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.

Communication with the school site council led to the idea of increasing written progress updates for students.

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

Parent feedback indicated that the increased communication of more written progress updates for students helped them feel more involved in their student's education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1  
Budgeted \$850, Estimated actual \$709. This material difference is due to postage and printing costing being less than anticipated.

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

# 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?

The planning of the 17-20 LCAP began in August 2017. The El Dorado County Office of Education began collaboratively informing stakeholders of progress toward goals using identified metrics as part of the implementation process.

Student Surveys:

10/16/17, 3/12/18, 4/2/18

8/25/17 CTE Survey

10/20/17 Town Hall (including Probation staff and the site principal)

3/16/18 Program Survey

3/21/18 Town Hall (including Probation staff and the site principal)

Parent Outreach\* to Review Goals:

12/5/17 Student/Parent Outreach

5/15/18 Open House

9/19/18 Open House

9/26/18 Open House

School Site Council (Parent Advisory Committee including the site principal) meeting dates:

8/8/17 and 4/20/18 and 12/19/18

El Dorado County Board of Education meeting dates: 6/4/19 and 6/11/19

Teacher meetings dates:

8/8/17, 9/26/17, 10/24/17, 11/14/17, 12/5/17, 1/30/18, 2/13/18, 3/20/18, 4/17/18, 5/15/18, 6/12/18, 2/6/19

ECTA and CSEA Bargaining Unit meeting dates: 4/27/18, 4/29/19

Stakeholder meetings and surveys included Probation staff, parents, students, teachers and the site administrator (principal). Stakeholder input indicated on a scale of 1-5 with 5 being the highest score, respondents scored Blue Ridge School as follows:

Conditions of Learning – 4.68  
Pupil Outcomes – 4.48  
Engagement – 4.48  
Total overall score = 4.54

On a scale of 1-5 with 5 being the highest score, respondents scored Golden Ridge School as follows:

Conditions of Learning – 4.29  
Pupil Outcomes – 3.54  
Engagement – 4.08  
Total overall score = 3.975

The overall results indicated that students are:

1. Very satisfied with courses and environment;
2. Somewhat satisfied with familiarity of college and career readiness; and,
3. Often have their academic goals and needs met.

Based on specific stakeholder feedback, they indicated that Golden Ridge and Blue Ridge provide exceptional services, great communication, improved contact with parents, availability of on-line curriculum, and close staff collaboration. The increase in social/emotional curriculum and college and career options were also beneficial. Students requested more life skills and independent living, more career exploration in the form of hands-on training and researching jobs and applications, and more character based literacy.

The LCAP draft was posted on the El Dorado County Office of Education website for stakeholders to review and provide comments. In addition, stakeholders without access to the internet have access to a printed copy of the EDCOE plan and were invited to provide comments on comment cards available in the office: May 17-29, 2019.

The LCAP was presented at a public hearing for public review and comment: 6/4/19.

The LCAP was approved by the El Dorado County Board of Education: 6/11/19.

\*Every effort is made to include parents of English Learners in the development of the LCAP. The enrollment numbers for English Learners are below the number needed to require a separate English Learner parent advisory committee.

## Impact on LCAP and Annual Update

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

Annual update of 2018-19 and goal planning for 2019-20:

School staff and Probation met on a regular basis (at least monthly) to review school procedures regarding safety, daily schedules, ways to improve student outcomes in class, etc. The focus has expanded to include opportunities for students beyond high school, and ways to bring information, training and support to students as they plan for their futures in career and technical education. This reinforced the importance of offering Road Trip Nation and Community Works and was the reason that Eureka (the additional CTE support) was purchased. Stakeholder input also resulted in the pilot of the social/emotional BASE curriculum this year and the Goodheart-Wilcox soft skills career preparation curriculum was purchased. In response to the student surveys, a college and career library was expanded with Eureka, to provide students with information on local colleges. It also contains an interest/aptitude inventory so students can explore areas of interest and connect to their strengths, and create cohesion with the Road Trip Nation curriculum. Additionally, student surveys indicated a need to expand the PE curriculum, so this was expanded to further increase student engagement. Probation supports training students in the kitchen, and has partnered with Golden Ridge and Blue Ridge to assist students in obtaining training and certification for work in the food service industry. This expansion was also based on student and staff input on surveys. Staff continued to assist students with resume building. Based on survey results, most students identified that their plan is to attend college following completion of high school. School staff recognize the imperative need to focus on appropriate next steps for our students.

Based on input from school staff, TVs and video cameras were purchased to facilitate video professional development and whole group lessons via technology. Additionally, they were purchased in order to promote efficient group instructional blocks and access to more online group learning opportunities. Additionally, PE curriculum was purchased.

Following Character Based Literacy Training (CBL) for school staff, lessons were developed to focus on standards to enhance the core curriculum that is offered to our students, and to provide access for our EL and Special Education students by addressing the variety of needs in the classroom among the students (e.g., students with IEPs, EL students, students in need of interventions). CBL simultaneously addresses social/emotional learning and responsibility for detained youth. This has further influenced staff to recognize a need for increased trauma-informed training, which is scheduled for June 2019.

The program also purchased Character Based Literacy (CBL) and the professional development to support CBL. CBL is now fully implemented. Students have continued access to Accelerated Reader to promote and encourage reading. Both programs are included in our LCAP as our staff supports these programs.

In an effort to promote parent engagement, the staff again scheduled open houses at both sites for the fall. In addition, parents were contacted by school staff and the site administrator, upon entry to our program, and when there was news to share, such as when a

student had been entered in a poetry contest. As a result of input from parents at school site council, a letter was developed to send to parents that provided additional quarterly school progress updates and further invited the parents to email the teachers to get additional school updates. These updates were very well-received by parents, probation and school staff, who were all pleased with the outcome. Based on the feedback, staff voiced a desire to maintain cohesive communication with parents/families and provide positive information about student successes whenever possible. This is also reflected in our LCAP.

Trauma Informed Practices: All Court School staff are attending Trauma Informed Practices training. The staff have been implementing strategies learned, and report positive outcomes with students when using the strategies.

The program has purchased new physical education curriculum and supplies. Students have reported, and staff has observed, increased on-task behavior and more engagement in PE.

The school and juvenile hall augmented the behavior system used in the facility as a result of training. The focus is now on earning points, which translate to “dollars” in the hall. Students are more connected to their own behavior as a result, and are learning to be more self-aware. Student behavior in class has improved, and students report that overall the switch has been positive. School staff has identified incentives for students to earn whole-class events such as pizza parties based on their behavior as a community. This will be a learning opportunity for students, as they will need to budget their earnings and spend wisely for the good of the whole class. The very positive outcome as a result of a focus on alternatives to suspension has led to ongoing actions and services that support the maintenance of the point system.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

Ensure that all students will have access to a quality education that promotes college and career readiness in the 21st century.

### 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 4: Pupil Achievement (Pupil Outcomes)  
                            Priority 7: Course Access (Conditions of Learning)  
                            Priority 8: Other Pupil Outcomes (Pupil Outcomes)  
                            Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)  
                            Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

### Identified Need:

Maintain quality educational programs and services, including materials, teachers, facilities for all students.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics Outcome 1 and 1.1	Baseline Outcome 1 and 1.1	Outcome 1 and 1.1 1. 100% of the teachers at Golden Ridge and	Outcome 1 and 1.1 1. 100% of the teachers at Golden Ridge and	Outcome 1 and 1.1 1. 100% of the teachers at Blue Ridge will be

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>1. Rate of teacher misassignment will be monitored to ensure 100% of teachers are properly assigned. In addition, credentialing is monitored to ensure that teachers are fully credentialed in the subject area and for the pupils they are teaching.</p> <p>2. Instructional materials inventory will occur and the results of the inventory will indicate that 100% of students will have access to CCS-aligned coursework.</p> <p>3. Facilities maintenance reports will indicate that all facilities are in good repair.</p>	<p>1. 100% of the teachers at Golden Ridge and Blue Ridge are credentialed and properly assigned.</p> <p>2. Instructional materials inventory indicated that 100% of students had access to CCS-aligned coursework.</p> <p>3. Current facilities maintenance reports indicate that 100% of facilities are in good repair.</p>	<p>Blue Ridge were credentialed and properly assigned.</p> <p>2. Instructional materials inventory indicated that 100% of students had access to CCS-aligned coursework.</p> <p>3. Facilities maintenance reports continued to indicate that 100% of facilities were in good repair.</p>	<p>Blue Ridge were credentialed and properly assigned.</p> <p>2. Instructional materials inventory indicated that 100% of students had access to CCS-aligned coursework.</p> <p>3. Facilities maintenance reports indicated that 100% of facilities were in good repair.</p>	<p>credentialed and properly assigned.</p> <p>2. Instructional materials inventory will occur and the result of the inventory will indicate that 100% of students will have access to CCS-aligned coursework.</p> <p>3. Facilities maintenance reports will be monitored and will continue to indicate that 100% of facilities are in good repair.</p>
Metrics Outcome 1.2	Baseline Outcome 1.2	Outcome 1.2	Outcome 1.2	Outcome 1.2
<p>1. Monitor data collected from teacher observations, materials inventories, etc. to ensure that 100% of</p>	<p>1. Data was monitored and collected from teacher observations and materials inventories. The data indicated that 100% of</p>	<p>1. Data was monitored and collected from teacher observations and materials inventories. The data indicated that 100% of</p>	<p>1. Data was monitored and collected from teacher observations and materials inventories and indicate that 100% of students</p>	<p>1. Data will continue to be monitored and collected from teacher observations and materials inventories. The data will continue to indicate that 100% of</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>students have access to CSS via Odysseyware.</p> <p>2. Use Odysseyware assessments to monitor student progress and successful completion of coursework. Every student who is in the court school will take an intake assessment, and all students enrolled over 90 days will have an assessment based on Federal Program Monitoring guidelines.</p> <p>3. Monitor special education student progress using IEP progress report data.</p> <p>4. Establish baseline data to measure student access to A-G courses</p>	<p>students had access to CSS via Odysseyware.</p> <p>2. Odysseyware assessments were used to monitor student progress and successful completion of coursework. Every student enrolled in the court school took an intake assessment, upon enrollment, and all students enrolled over 90 days had an assessment based on Federal Program Monitoring guidelines.</p> <p>3. Special education student progress was monitored using IEP progress report data per the federal law.</p> <p>4. Each student that enrolled had transcripts reviewed and an intake</p>	<p>students had access to the CSS via Odysseyware or other CSS-aligned and adopted textbooks.</p> <p>2. Odysseyware assessments were used to monitor student progress and successful completion of coursework. 100% of enrolled students in the court school had an intake assessment upon enrollment, and all students enrolled over 90 days were assessed based on Federal Program Monitoring guidelines. NWEA was piloted as well for potential use in the future.</p> <p>3. 100% of special education students had progress monitored using IEP progress report data per the federal law.</p> <p>4. 100% of students enrolled had transcripts</p>	<p>had access to CSS via Odysseyware or other CSS adopted textbooks.</p> <p>2. Odysseyware assessments continued to be used to monitor student progress and successful completion of coursework. 100% of enrolled students in the court school had an intake assessment upon enrollment, and all students enrolled over 90 days were assessed based on Federal Program Monitoring guidelines. Additionally, NWEA assessments were added to intake for all students.</p> <p>3. 100% of special education students had progress monitored using IEP progress report data per the federal law.</p> <p>4. 100% of students enrolled had transcripts</p>	<p>students will have access to CSS via Odysseyware or other CSS adopted textbooks.</p> <p>2. Odysseyware assessments will continue to be used to monitor student progress and successful completion of coursework. 100% of enrolled students in the court school will take an intake assessment upon enrollment, and all students enrolled over 90 days will complete assessments based on Federal Program Monitoring guidelines. Additionally, NWEA assessments will be added to intake for all students.</p> <p>3. 100% of special education students will have progress monitored using IEP progress report data per the federal law.</p> <p>4. 100% of students enrolled will have transcripts reviewed and</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
through intake assessments.	assessment. This data was used to determine if a student needed to be scheduled into A-G courses.	reviewed and an intake assessment. This data was used to determine if a student was scheduled into A-G courses.	<p>reviewed and an intake assessment completed. This data was used to determine if students were scheduled into A-G courses.</p> <p>5. A College and Career Library was developed with resources that assisted 100% of students detained in court school for more than 90 days. Students had access to the library for more in-depth career exploration. Eureka career exploration software was added to the library</p> <p>6. Community works project-based social-emotional learning curriculum continued to be implemented to assist students in furthering their career exploration.</p>	<p>an intake assessment. This data will continue to be used to determine if a student will be scheduled into A-G courses.</p> <p>5. A College and Career Library was developed with resources that will assist 100% of students detained in court school more than 90 days. Students will have access to the library for more in-depth career exploration. The addition of Eureka will provide more exploration.</p> <p>6. Community Work project-based social-emotional learning curriculum will continue to be implemented to assist students in furthering their career exploration.</p>
Metrics Outcome 1.3	Baseline Outcome 1.3	Outcome 1.3	Outcome 1.3	Outcome 1.3
1. Monitor 100% of master schedules and intervention schedules to ensure that additional	1. 100% of master schedules and intervention schedules were monitored to	1. 100% of master schedules and intervention schedules were monitored to	1. 100% of master schedules and intervention schedules were monitored to	1. 100% of master schedules and intervention schedules will continue to be monitored to ensure that

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
instructional time has been allocated to support students' needs for academic support.	ensure that the additional instructional time has been allocated to support students' needs for academic support. 100% of students had access to the additional instructional time.	ensure that additional instructional time was allocated to support students' needs for academic support. 100% of students had access to the additional instructional time.	ensure that additional instructional time was allocated to support students' needs for academic support. 100% of students had access to the additional instructional time.	additional instructional time has been allocated to support students' needs for academic support. 100% of students will have access to the additional instructional time.
2. 100% of assessment records (transcripts, files, and records) will be evaluated to measure individual academic progress during their time in our program.	2. 100% of assessment records (transcripts, files, and records) were evaluated to measure individual academic progress during their time in our program.	2. 100% of assessment records (transcripts, files, and records) were evaluated to measure individual academic progress during their time in our program.	2. 100% of assessment records (transcripts, files, and records) continue to be evaluated to measure individual academic progress during their time in our program.	2. 100% of assessment records (transcripts, files, and records) will continue to be evaluated to measure individual academic progress during their time in our program.
3. 100% of available student assessment data will be gathered and evaluated to determine areas of the instructional program that need to be improved.	3. 100% of available student assessment data was gathered and evaluated to determine areas of the instructional program that need to be improved.	3. 100% of available student assessment data was gathered and evaluated to determine areas of the instructional program that needed to be improved.	3. 100% of available student assessment data was gathered and evaluated to determine areas of the instructional program that needed to be improved.	3. 100% of available student assessment data will continue to be gathered and evaluated to determine areas of the instructional program that need to be improved.
4. The current intake assessment system and ongoing progress monitoring systems (Odysseyware and Renaissance Learning Starfall) will be used to	4. The current intake assessment system and ongoing progress monitoring systems (Odysseyware and Renaissance Learning Starfall) were used and staff determined that Odysseyware is a	4. The assessment system and ongoing progress monitoring systems of Odysseyware were used for this year. Staff selected an additional assessment tool (NWEA) to replace	4. The assessment system and ongoing progress monitoring systems of Odysseyware continued to be used. Staff selected an additional NWEA assessment tool	4. The assessment system and ongoing progress monitoring systems of Odysseyware will continue to be used. Staff selected an additional NWEA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
determine if additional assessment programs are needed. 100% of students take an intake assessment.	valuable assessment tool that they will continue using . The Renaissance Learning Starfall program has some shortcomings as an ongoing progress monitoring assessment tool and staff will be looking to identify an additional assessment system for next year. 100% of students took an intake assessment.	Renaissance Learning Starfall. 100% of students continued to have intake assessments.	to replace Renaissance Learning Starfall. 100% of students had intake assessments.	assessment tool to use ongoing. 100% of students will continue to take an intake assessment.
Metrics Outcome 1.4	Baseline Outcome 1.4	Outcome 1.4	Outcome 1.4	Outcome 1.4
1. Student data reports will show that pre- and post-assessments are administered for 100% of the enrolled English Learners.	1. Pre-and post-assessment data records indicate that 100% of English Learners are assessed prior to being placed in a program using the EDGE curriculum. Pre and post assessments indicate that 100% of English Learners enrolled were given a pre-and post-assessment.	In 2017-18, two English Learners were enrolled in Golden Ridge/Blue Ridge over the course of the entire school year. Student detainment was so short (a few days) that EDGE assessment and curriculum placement had not yet been completed. Students were detoxing during that time and we were unable to assess. For this reason:	1. Pre-and post-assessment data records indicate that 100% of English Learners are placed in a program using the EDGE curriculum. Pre-and post-assessments continue to indicate that 100% of English Learners enrolled were given pre-and post-assessments.	1. Pre-and post-assessment data records will continue to indicate that 100% of English Learners are placed in a program using the EDGE curriculum. Pre and post assessments will continue to indicate that 100% of English Learners enrolled were given a pre-and post-assessment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>2. 100% of Individual English Learner's progress in learning English will be monitored using the pre- and post-assessment from the adopted ELD program (EDGE). This program provides literacy support across the content areas to support English Learners in accessing the state standards.</p> <p>3. English language acquisition monitored individually for 100% of the students while they are enrolled.*</p> <p>*State Priority 4 - Students are not enrolled in Blue Ridge and Golden Ridge long</p>	<p>2. Assessments indicated that 100% of Individual English Learner's progress is measured for all students using the pre- and post-assessments from EDGE along with CELDT data.</p> <p>3. EDGE assessment data indicated that English language acquisition was monitored individually for 100% of English Learners while they were enrolled.*</p> <p>*State Priority 4c and 4d - Students are not enrolled in Blue Ridge and Golden Ridge long</p>	<p>1. Student data reports show that pre- and post-assessments were not administered for 100% of the enrolled English Learners.</p> <p>2. 100% of EL students were not reviewed for progress in learning English.</p> <p>3. English language acquisition monitoring did not occur for the two students while they were enrolled.*</p> <p>*State Priority 4 - Students are not enrolled in Blue Ridge</p>	<p>2. Assessments indicate that 100% of individual English Learner's progress was measured for all students using the pre- and post-assessments from EDGE, along with CELDT/ELPAC data.</p> <p>3. EDGE assessment data indicated that English language acquisition was monitored individually for 100% of English Learners while they were enrolled.*</p> <p>*State Priority 4c and 4d students were not enrolled in Blue Ridge and Golden Ridge long</p>	<p>2. Assessments will continue to indicate that 100% of individual English Learners' progress will be measured for all students using the pre- and post-assessments from EDGE.</p> <p>3. EDGE assessment data will indicate that English language acquisition is monitored individually for 100% of English Learners while they are enrolled.*</p> <p>*State Priority 4c and 4d - Students are not enrolled in Blue Ridge long enough to use ELPAC/SBAC results or AMAO 1, 2, or 3 as a measurement of ELD</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>enough to use CELDT/SBAC results or AMAO 1, 2, or 3 as a measurement of ELD program effectiveness or of reclassification. In addition, very few, if any students are enrolled long enough to be reclassified. In the event that a student was able to meet reclassification criteria, then steps would be taken to reclassify.</p>	<p>enough to use CELDT/SBAC results or AMAO 1, 2, or 3 as a measurement of ELD program effectiveness or of reclassification. In addition, very few, if any students are enrolled long enough to be reclassified. In the event that a student was able to meet reclassification criteria, then steps would be taken to reclassify.</p>	<p>and Golden Ridge long enough to use ELPAC/SBAC results or AMAO 1, 2, or 3 as a measurement of ELD program effectiveness or for reclassification purposes. In addition, very few, if any students were enrolled long enough to be reclassified. In the event that a student is able to meet reclassification criteria in the future, then steps will be taken to reclassify.</p>	<p>enough to use ELPAC/SBAC results or AMAO 1, 2, or 3 as a measurement of ELD program effectiveness or of reclassification success. In addition, very few, if any students were enrolled long enough to be reclassified. In the event that a student was able to meet reclassification criteria, then steps would have been taken to reclassify.</p>	<p>program effectiveness or of reclassification success. In addition, very few, if any students are enrolled long enough to be reclassified. In the event that a student was able to meet reclassification criteria, then steps would be taken to reclassify.</p>
<p>Metrics Outcome 1.5</p> <p>Metric:</p> <ol style="list-style-type: none"> <li>1. Monitor rehabilitation services provided to all students enrolled in the program.</li> <li>2. Monitor Social/emotional support services provided to all students enrolled in the program.</li> <li>3. Specialized programs will be monitored including academic intervention</li> </ol>	<p>Baseline Outcome 1.5</p> <p>Metric:</p> <ol style="list-style-type: none"> <li>1. Rehabilitation services were provided to all students enrolled in the program.</li> <li>2. Social/emotional support services were provided to all students enrolled in the program.</li> <li>3. Specialized programs have been developed and implemented to serve this population, including academic intervention</li> </ol>	<p>Outcome 1.5: Expelled Youth</p> <p>Metric:</p> <ol style="list-style-type: none"> <li>1. Rehabilitation services were provided to all students enrolled in the program.</li> <li>2. Social/emotional support services were provided to all students enrolled in the program.</li> <li>3. Specialized programs have been developed and implemented to serve</li> </ol>	<p>Outcome 1.5: Expelled Youth</p> <p>Metric:</p> <ol style="list-style-type: none"> <li>1. Rehabilitation services continue to be provided to all students enrolled in the program.</li> <li>2. Social/emotional support services were provided to all students enrolled in the program.</li> <li>3. Specialized programs were available to serve this population, including academic</li> </ol>	<p>Outcome 1.5: Expelled Youth</p> <p>Metric:</p> <ol style="list-style-type: none"> <li>1. Rehabilitation services will continue to be provided to all students enrolled in the program.</li> <li>2. Social/emotional support services will be provided to all students enrolled in the program.</li> <li>3. Specialized programs will be available to serve this population, including academic intervention and social-emotional supports.</li> </ol>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>and social-emotional supports.</p> <p>4. Student attendance rates will be monitored to maintain the current 74% attendance rate.</p> <p>5. Student survey results will be monitored to indicate that the majority of students feel safe and connected to the school. In addition, survey results will be monitored to ensure that the students' academic needs are met at school.</p>	<p>and social-emotional supports.</p> <p>4. Student attendance rates were monitored and indicated the current rate is 75%.</p> <p>5. Student survey results indicate that the majority of students feel safe and connected to the school. In addition, survey results indicate that the majority of students state that their academic needs are met at school.</p>	<p>this population, including academic intervention and social-emotional supports.</p> <p>4. Student attendance rates were monitored and indicated the current rate is 75%.</p> <p>5. Student survey results continue to indicate that the majority of students feel safe and connected to the school. In addition, survey results indicated that the majority of students feel that their academic needs are met at school.</p>	<p>intervention and social-emotional supports.</p> <p>4. Student attendance rates were monitored to maintain a rate of at least 75%.</p> <p>5. Student survey results continue to indicate that the majority of students feel safe and connected to the school. In addition, survey results indicated that the majority of students state that their academic needs were met at school.</p>	<p>4. Student attendance rates will be monitored to maintain a rate of 75%.</p> <p>5. Student survey results will continue to indicate that the majority of students feel safe and connected to the school. In addition, survey results will indicate that the majority of students state that their academic needs are met at school.</p> <p>Outcome 1.6, 1.6.2 and 1.6.3: Foster Youth</p> <p>1. Data reports will indicate that the number of days before transferring Foster Youth are enrolled in school and enrolled in classes, and the number of days before transferring Foster Youth are awarded/earn credits is within 2 days.</p>
<p>Metrics Outcome 1.6.1, 1.6.2 and 1.6.3</p> <p>1. Data reports will be monitored for the number of days before transferring Foster Youth are enrolled in school and enrolled in classes, and the number of days before transferring Foster Youth are awarded/earned credits</p>	<p>Baseline Outcome 1.6, 1.6.2 and 1.6.3: Foster Youth</p> <p>1. Data reports indicated that the number of days before transferring Foster Youth are enrolled in school and enrolled in classes, and the number of days before transferring Foster Youth are</p>	<p>Outcome 1.6, 1.6.2 and 1.6.3: Foster Youth</p> <p>1. Data reports indicate that the number of days before transferring Foster Youth are enrolled in school and enrolled in classes, and the number of days before transferring Foster Youth are awarded/</p>	<p>Outcome 1.6, 1.6.2 and 1.6.3: Foster Youth</p> <p>1. Data reports indicate that the number of days before transferring Foster Youth were enrolled in school and enrolled in classes, and the number of days before transferring Foster Youth were</p>	



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
to ensure it is within 2 days.	awarded/earned credits is within 2 days.	earned credits is within 2 days.	awarded/earned credits was within 2 days.	
2. Attendance rates; school discipline rates; standardized test scores will be monitored.	2. Attendance rates; school discipline rates; standardized test scores - not available at this time.	2. Attendance rates; school discipline rates; standardized test scores were not available at the time this plan was written. Trainings and consultation did occur so that this data can be collected from districts across the county for future LCAP outcome data.	2. Trainings and consultation with districts were implemented to assist them in monitoring attendance rates, school discipline rates, and for timely transfer of records. This assisted with reporting for the LCAP as well.	2. Trainings and consultation with districts will be implemented to assist them in monitoring attendance rates, school discipline rates, and for timely transfer of records. This will assist with reporting for the LCAP as well.
3. Surveys will indicate that 100% of districts are continuing to provide access to AB216 and will be monitored.	3. Surveys indicate that 100% of districts are providing access to AB216.	3. Surveys will indicate that 100% of districts are providing access to AB216.	3. Trainings and consultations to districts were provided for appropriate implementation of AB216.	3. Trainings and consultations to districts will be provided for appropriate implementation of AB216.

## 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

Teachers will be employed in core academic program areas.

2018-19 Actions/Services

Teachers will be employed in core academic program areas.

2019-20 Actions/Services

Teachers will be employed in core academic program areas.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$129,050	\$135,896	\$109,234
Source	Base	Base	Base
Budget Reference	1.4236 FTE Teachers Core Program  LCFF Base Object Codes 1000-1999 \$97,892 Object Codes 3000-3999 \$31,158	1.4236 FTE Teachers Core Program  LCFF Base Object Codes 1000-1999 \$100,829 Object Codes 3000-3999 \$35,067	1.1408 FTE Teachers Core Program  LCFF Base Object Codes 1000-1999 \$80,288 Object Codes 3000-3999 \$28,946

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

OR

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

**Students to be Served:**

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

[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**

All teachers will be credentialed and properly assigned.

**2018-19 Actions/Services**

All teachers will be credentialed and properly assigned.

**2019-20 Actions/Services**

All teachers will be credentialed and properly assigned.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	The cost of this action is included as part of regular staff duties related to credential monitoring.	The cost of this action is included as part of regular staff duties related to credential monitoring.	The cost of this action is included as part of regular staff duties related to credential monitoring.

**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

**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

Modified 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**

Odysseyware licenses will continue to be purchased. Additional Odysseyware training will be provided to staff to increase their skills.

**2018-19 Actions/Services**

Odysseyware licenses were purchased. Additional Odysseyware training was provided to staff to increase their skills.

**2019-20 Actions/Services**

Odysseyware licenses will continue to be purchased. Additional Odysseyware training will be provided to staff to increase their skills.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,400	\$15,400	\$15,400
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

**Action 4**

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

**Students to be Served:**

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

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

Modified Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

New standards-aligned textbooks will continue to be purchased to align with both El Dorado Union High School District ( EDUHSD) and Lake Tahoe Unified School District (LTUSD) as they adopt additional textbooks to facilitate continuity in curricula, teaching and learning.

**2018-19 Actions/Services**

New standards-aligned textbooks were purchased to align with both El Dorado Union High School District ( EDUHSD) and Lake Tahoe Unified School District (LTUSD) as they adopt additional textbooks to facilitate continuity in curricula, teaching and learning. Additional teacher guides were purchased, and Character Based Literacy was purchased and fully implemented.

**2019-20 Actions/Services**

New standards-aligned textbooks will continue to be purchased to align with both El Dorado Union High School District ( EDUHSD) and Lake Tahoe Unified School District (LTUSD) as they adopt additional textbooks to facilitate continuity in curricula, teaching and learning. Teacher guides will continue to be used, and Character Based Literacy will continue to be implemented.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$14,220	\$14,220	\$14,220
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 5**

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

**Students to be Served:**

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

All

**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

Modified Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Odysseyware professional development will be provided. Assessment training to support effective instruction will be provided

**2018-19 Actions/Services**

Odysseyware professional development was provided. Assessment training to support effective instruction was provided, and Character Based Literacy professional development was provided.

**2019-20 Actions/Services**

Odysseyware professional development will be provided. Assessment training to support effective instruction will be provided. Character Based Literacy professional development will be provided.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,540	\$7,572	\$7,605
Source	Title I-A	Title I-A	Title I-A
Budget Reference	4 Release Days per Teacher  Restricted Federal Resources Object Codes 1000-1999 \$1,760 Object Codes 3000-3999 \$280 Object Codes 5200 \$5,500	4 Release Days per Teacher  Restricted Federal Resources Object Codes 1000-1999 \$1,760 Object Codes 3000-3999 \$312 Object Codes 5200 \$5,500	4 Release Days per Teacher  Restricted Federal Resources Object Codes 1000-1999 \$1,760 Object Codes 3000-3999 \$345 Object Codes 5200 \$5,500

## Action 6

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

### Students to be Served:

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

All

### Location(s):

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

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

Modified Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Staff will attend State Standard Curriculum and Instruction Training to build upon and improve classroom instruction, integrated and designated ELD strategies will be included in the trainings.

**2018-19 Actions/Services**

Staff attended State Standard Curriculum and Instruction Training to build upon and improve classroom instruction. Integrated and designated ELD strategies were included in the trainings.

**2019-20 Actions/Services**

Staff will attend State Standard Curriculum and Instruction Training to build upon and improve classroom instruction. Integrated and designated ELD strategies will be included in the trainings. Character Based Literacy support and training will continue to be provided.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$2,500
Source	Title I-A	Title I-A	Title I-A
Budget Reference	1000-1999: Certificated Personnel Salaries Restricted Federal Resources Object Codes 1000 - 1999 \$2,006 Object Codes 3000-3999 \$494	1000-1999: Certificated Personnel Salaries Restricted Federal Resources Object Codes 1000 - 1999 \$1,976 Object Codes 3000-3999 \$524	1000-1999: Certificated Personnel Salaries Restricted Federal Resources Object Codes 1000 - 1999 \$1,948 Object Codes 3000-3999 \$552

**Action 7**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

The students enrolled in Golden Ridge and Blue Ridge who are currently taking A-G courses will have access to A-G courses through working with their previous high schools and/or through Odysseyware.

#### 2018-19 Actions/Services

The students enrolled in Golden Ridge and Blue Ridge who are currently taking A-G courses had access to A-G courses through working with their previous high schools and/or through Odysseyware.

#### 2019-20 Actions/Services

The students enrolled in Blue Ridge who are currently taking A-G courses will have access to A-G courses through working with their previous high schools and/or through Odysseyware.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	The cost of this action is already included as part of regular staff duties.	The cost of this action is already included as part of regular staff duties.	The cost of this action is already included as part of regular staff duties.

### Action 8

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

#### Students to be Served:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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



**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

The core program instructional minutes required by education code is 240 minutes per day. Our Court Schools will offer 340 instructional minutes per day.

**2018-19 Actions/Services**

The core program instructional minutes required by education code is 240 minutes per day. Our Court Schools offer 340 instructional minutes per day.

**2019-20 Actions/Services**

The core program instructional minutes required by education code is 240 minutes per day. Our Court Schools will offer 340 instructional minutes per day.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$159,849	\$169,623	\$75,862
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1.7364 FTE  LCFF Supplemental Object Codes 1000-1999 \$128,691 Object Codes 3000-3999 \$31,158	1.7364 FTE  LCFF Supplemental Object Codes 1000-1999 \$134,556 Object Codes 3000-3999 \$35,067	.6087 FTE  Object Codes 1000-1999 \$56,668 Object Codes 3000-3999 \$19,194

Amount			\$65,799
Source			Title I
Budget Reference			.6465 FTE  Object Codes 1000-1999 \$48,708 Object Codes 3000-3999 \$17,091

## Action 9

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Instructional Assistants will be employed at both schools to support student learning.

Instructional Assistants were employed at both schools to support student learning.

Instructional Assistants will be employed at both schools to support student learning.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$94,039	\$98,040	\$13,839
Source	Supplemental	Supplemental	Supplemental
Budget Reference	<p>0.8062 FTE Instructional Assistants</p> <p>LCFF Supplemental Object Codes 2000-2999 \$32,902 Object Codes 3000-3999 \$8,318</p> <p>.8814 FTE Instructional Assistants</p> <p>Title 1 Object Codes 2000-2999 \$40,172 Object Codes 3000-3999 \$12,647</p>	<p>0.8062 FTE Instructional Assistants</p> <p>LCFF Supplemental Object Codes 2000-2999 \$33,880 Object Codes 3000-3999 \$9,107</p> <p>.8814 FTE Instructional Assistants</p> <p>Title 1 Object Codes 2000-2999 \$41,368 Object Codes 3000-3999 \$13,685</p>	<p>0.3736 FTE Instructional Assistants</p> <p>LCFF Supplemental Object Codes 2000-2999 \$9,587 Object Codes 3000-3999 \$4,252</p>

Amount			\$52,364
Source			Title I
Budget Reference			1.5938 FTE Instructional Assistants  Object Codes 2000-2999 \$35,898 Object Codes 3000-3999 \$16,466

## Action 10

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Odysseyware intervention components will be used. Staff will also prepare individualized lessons for students who need intervention.

Odysseyware intervention components were used. Staff also prepared individualized lessons for students who needed intervention.

Odysseyware intervention components will be used. Staff will also prepare individualized lessons for students who need intervention.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,576	\$8,576	\$8,576
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Object Code 5800 \$8,576	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Object Code 5800 \$8,576	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Object Code 5800 \$8,576

## Action 11

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

## Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

#### 2017-18 Actions/Services

Additional Chromebooks will be purchased as old ones need to be replaced to allow students access to core educational programs and interventions. Additionally, a document camera will be used to increase access for students to complete core and intervention lessons .

#### 2018-19 Actions/Services

Additional Chromebooks were purchased as old ones needed to be replaced to allow students access to core educational programs and interventions. Additionally, a document camera was used to increase access for students to complete core and intervention lessons.

#### 2019-20 Actions/Services

Additional Chromebooks will be purchased as old ones need to be replaced to allow students access to core educational programs and interventions. Additionally, a document camera will be used to increase access for students to complete core and intervention lessons.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,140	\$1,140	\$1,140
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies LCFF Supplemental Object Code 4300 \$1,140	4000-4999: Books And Supplies LCFF Supplemental Object Code 4300 \$1,140	4000-4999: Books And Supplies LCFF Supplemental Object Code 4300 \$1,140

### Action 12

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

#### Students to be Served:

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

Specific Student Groups: English Learners

#### Location(s):

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

OR

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

**Students to be Served:**

(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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

All English learners will be given EDGE Assessments and CELDT data will be reviewed to monitor English Learner progress.

**2018-19 Actions/Services**

All English Learners were given EDGE Assessments and ELPAC data was reviewed to monitor English Learner progress.

**2019-20 Actions/Services**

All English learners will be given EDGE Assessments and ELPAC data will be reviewed to monitor English Learner progress.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	The cost of this action is already included as part of regular staff duties.	The cost of this action is already included as part of regular staff duties.	The cost of this action is already included as part of regular staff duties.

**Action 13**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**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**

Services that support academic resources to expelled youth in El Dorado County as described in EDCOE's plan for providing educational services to expelled youth in Appendix C are ongoing.

**2018-19 Actions/Services**

Services that support academic resources for expelled youth in El Dorado County, as described in EDCOE's plan for providing educational services to expelled youth in Appendix C, are ongoing.

**2019-20 Actions/Services**

Services that support academic resources for expelled youth in El Dorado County, as described in EDCOE's plan for providing educational services to expelled youth in Appendix C, are ongoing.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	These services are already included in regular staff duties.	These services are already included in regular staff duties.	These services are already included in regular staff duties.

**Action 14**

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

**Students to be Served:**

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

Specific Student Groups: Foster Youth

**Location(s):**

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

**OR**

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



**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Foster Youth will be identified and placed into appropriate classrooms and provided the necessary instructional, behavioral and emotional supports to achieve this goal. The County Office of Education offers a wide array of services to address Foster Youth educational issues, including assistance in identification of Foster Youth and obtaining school records, making appropriate placements/changes, referrals/links to other services in school and the community, family support consultations, participation in student study teams, assistance in creating behavior/incentive intervention plans to improve student achievement, and arranging for funding for tutoring for individual students in danger of failing. In addition, El Dorado County Office of Education, Foster Youth Services will provide education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status, minimizing school changes, establishing a

**2018-19 Actions/Services**

Foster Youth were identified and placed into appropriate classrooms and provided the necessary instructional, behavioral and emotional supports to achieve this goal. The County Office of Education offers a wide array of services to address Foster Youth educational issues, including assistance in identification of Foster Youth and obtaining school records, making appropriate placements/changes, referring/linking to other services in school and the community. Additionally, family support consultations, participation in student study teams, assistance in creating behavior/incentive intervention plans to improve student achievement, and arranging for tutoring funding for individual students in danger of failing were available. In addition, El Dorado County Office of Education Foster Youth Services provided education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status, minimizing school changes, establishing a

**2019-20 Actions/Services**

Foster Youth will be identified and placed into appropriate classrooms and provided the necessary instructional, behavioral and emotional supports to achieve this goal. The County Office of Education offers a wide array of services to address Foster Youth educational issues, including assistance in identification of Foster Youth and obtaining school records, making appropriate placements/changes, referring/linking to other services in school and the community. Additionally, family support consultations, participation in student study teams, assistance in creating behavior/incentive intervention plans to improve student achievement, and arranging for tutoring funding for individual students in danger of failing are available. In addition, El Dorado County Office of Education, Foster Youth Services will provide education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status, minimizing school changes, establishing a

mechanism for the efficient expeditious transfer of health and education records and the health/education passport, and information that is required to be included in court reports. Foster Youth Services will also respond to requests from the juvenile court for information, and work with the juvenile court to ensure the delivery and coordination of necessary educational services.

establishing a mechanism for the efficient expeditious transfer of health and education records and the health/education passport, and information that is required to be included in court reports. Foster Youth Services responded to requests from the juvenile court for information, and worked with the juvenile court to ensure the delivery and coordination of necessary educational services.

mechanism for the efficient expeditious transfer of health and education records and the health/education passport, and information that is required to be included in court reports. Foster Youth Services will also respond to requests from the juvenile court for information, and work with the juvenile court to ensure the delivery and coordination of necessary educational services.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$106,583	\$111,070	\$115,649
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Foster Youth Liaison and County-Wide Coordination and Support Services  7366 Foster Youth Countywide  Object Codes 2000-2999 \$78,315 Object Codes 3000-3999 \$28,268	2000-2999: Classified Personnel Salaries Foster Youth Liaison and County-Wide Coordination and Support Services  7366 Foster Youth Countywide  Object Codes 2000-2999 \$80,664 Object Codes 3000-3999 \$30,406	2000-2999: Classified Personnel Salaries Foster Youth Liaison and County-Wide Coordination and Support Services  7366 Foster Youth Countywide  Object Codes 2000-2999 \$83,084 Object Codes 3000-3999 \$32,565

# 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

Goal 2: Provide an innovative and engaging education that meets the diverse learning needs of all students.

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

State Priorities:     Priority 6: School Climate (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Design and sustain an instructional program that meets the needs of at risk students at both Golden Ridge and Blue Ridge in El Dorado County. This will include additional training to support students in an alternative setting, and training staff in alternatives to suspension.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics:	Baseline Outcome 2.0:	Outcome 2.0:	Outcome 2.0:	Outcome 2.0:
1. Professional development agendas, descriptions, and sign-in sheets will be monitored to ensure that 100% of the teachers are trained to use teaching	1. Professional development agendas, descriptions, and sign-in sheets were monitored and indicate that 100% of the teachers were trained to use teaching	1. Professional development agendas, descriptions, and sign-in sheets will continue to be monitored and indicate that 100% of the teachers were	1. Professional development agendas, descriptions, and sign-in sheets indicated that 100% of the teachers were trained to use teaching strategies that	1. Professional development agendas, descriptions, and sign-in sheets will continue to be monitored and will indicate that 100% of the teachers were

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
strategies that support the learning needs of high-risk youth and alternatives to suspension.	strategies that support the learning needs of high-risk youth and alternatives to suspension.	trained to use teaching strategies that support the learning needs of high-risk youth and alternatives to suspension.	supported the learning needs of high-risk youth, including alternatives to suspension.	trained to use teaching strategies that support the learning needs of high-risk youth, including alternatives to suspension.
2. Data from administrator observation of teachers will indicate that 100% of teachers are using teaching strategies that support the learning needs of high-risk youth.	2. Data from administrator observation indicated that 100% of teachers are using teaching strategies that support the learning needs of high-risk youth.	2. Data from administrator observation will continue to indicate that 100% of teachers are using teaching strategies that support the learning needs of high-risk youth.	2. Data from administrator observation indicated that 100% of teachers were using teaching strategies that supported the learning needs of high-risk youth.	2. Data from administrator observation will continue to indicate that 100% of teachers are using teaching strategies that support the learning needs of high-risk youth.
3. Student achievement data will show that 90% of students are progressing toward individual learning goals.	3. Student achievement data showed that 90% of students are progressing toward individual learning goals.	3. Student achievement data will be monitored and continue to indicate that 90% of students are progressing toward individual learning goals.	3. Student achievement data continued to indicate that greater than 90% of students were progressing toward individual learning goals.	3. Student achievement data will be monitored will and continue to indicate that 90% of students are progressing toward individual learning goals.
4. Student suspension rates will stay at or below the current 1% rate.	4. Student suspension rates were monitored and the rates from this released information indicated that 3.57% of students were suspended based on a cumulative enrollment of 84 students. This will continue to be monitored to drop the rate of suspension and	4. Student suspension rates will continue to be monitored to drop the rate of suspension and for teachers to use alternatives to suspension.	4. Student suspension rates were monitored to drop the rate of suspensions and for teachers to use alternatives to suspension.	4. Student suspension rates will continue to be monitored to drop the rate of suspensions and for teachers to use alternatives to suspension.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5. Dropout rates will be monitored and will decrease from 5% to 3%.	<p>for teachers to use alternatives to suspension.</p> <p>5. Student drop out rates were monitored and indicated that 7 out of 84 students dropped out. The methodology for calculating the “graduation rate” for drop out statistics, is that a student must promote within four years of starting the 9th grade. CDE uses any student who receives an "award" as a graduate - diploma, GED, certificate of completion, etc. However, federal law permits IEP students with disabilities to be exempt from the 4 year award timeline and affords them the opportunity to continue to work to get their diplomas until they are 22 years old. Golden Ridge and Blue Ridge are alternative schools where we have greater than 30% of our students identified as having IEPs. Therefore,</p>	<p>5. Student drop out rates will continue to be monitored to attempt to get drop out rates to 3%. To assist in this, education, career and technical education materials will be implemented with 100% of the students.</p>	<p>5. Student drop out rates continued to be monitored to attempt to get drop out rates to less than 3%. To assist in this goal, education, career and technical education materials were implemented with 100% of the students.</p>	<p>5. Student drop out rates will continue to be monitored to attempt to get drop out rates to 3%.To assist in this, education, career and technical education materials will continue to be implemented with 100% of the students.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>6. Student survey responses will indicate that student engagement has increased to 80%.</p> <p>New Metric beginning 2018-19: 7. Student Survey responses and teacher observation will indicate that students are engaged in Career Exploration options: Road Trip Nation, use of the Career Exploration library, and "Community Works".</p>	<p>these metrics are not consistent with the federal law, so it appears that we have a higher drop out rate than we actually do. These rates will continue to be monitored.</p> <p>6. Student surveys were given and responses indicated that student engagement has increased to 80%.</p>	<p>6. Student surveys will be given and responses will be monitored to indicate student engagement at 80% or higher.</p>	<p>6. Student surveys indicate that student engagement is at 80% or higher.</p> <p>7. Student Survey responses and teacher observation indicate that students are engaged in Career Exploration options: Road Trip Nation, use of the Career Exploration library, and "Community Works".</p>	<p>6. Student surveys will be given and responses will be monitored to indicate student engagement at 80% or higher.</p> <p>7. Student Survey responses and teacher observation will indicate that students are engaged in Career Exploration options: Road Trip Nation, use of the Career Exploration library, and "Community Works".</p>

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Staff determined the current assessment system has shortcomings. A few new assessment systems for ongoing progress monitoring and intake assessments will be piloted this year. By the end of June 2018, a program will be purchased and implemented. Staff will receive additional training on the assessment system. 1 release day will be needed for training. Staff will attend trainings that support them in alternatives to suspension and working with at risk youth.

**2018-19 Actions/Services**

The purchase of an ongoing progress monitoring assessment system (NWEA) was completed and the system was implemented with fidelity. Staff participated in monthly data dives to look at student progress and utilize the ongoing progress monitoring data to plan student instruction. All students were assessed and the school remained in compliance with assessing students every 90 days.

**2019-20 Actions/Services**

An ongoing progress monitoring assessment system will be implemented with fidelity. Staff will participate in monthly data dives to look at student progress and utilize the ongoing progress monitoring data to plan student instruction. All students will be assessed ongoing and school will remain in compliance with assessing students every 90 days.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5510	\$6018	\$6026
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1 Release Day Per Teacher LCFF Concentration Object Codes 1000-1999 \$440 Object Codes 3000-3999 \$70  LCFF Supplemental Object Code 5800 \$5,000	1000-1999: Certificated Personnel Salaries 1 Release Day Per Teacher LCFF Concentration Object Codes 1000-1999 \$440 Object Codes 3000-3999 \$78  LCFF Supplemental Object Code 5800 \$5,000 Object Code 5806 \$500	1000-1999: Certificated Personnel Salaries 1 Release Day Per Teacher LCFF Concentration Object Codes 1000-1999 \$440 Object Codes 3000-3999 \$86  LCFF Supplemental Object Code 5800 \$5,000 Object Code 5806 \$500

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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



English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

Modified Action

Unchanged Action

Modified Action

#### 2017-18 Actions/Services

Go Guardian software will be utilized daily  
to monitor student engagement on  
software, student responsibility and safety.

#### 2018-19 Actions/Services

Go Guardian software was utilized daily to  
monitor student engagement on software,  
student responsibility and safety.

#### 2019-20 Actions/Services

Go Guardian software will be utilized daily  
to monitor student engagement on  
software, student responsibility and safety.  
PE software, curriculum and supplies will  
be utilized to increase student  
engagement.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250	\$250	\$250
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Object Code 5800 \$250	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Object Code 5800 \$250	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Object Code 5800 \$250

### Action 3

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

#### Students to be Served:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Accelerated Reader will be maintained. More books will be purchased to update library and replace books. Character Based Literacy was purchased for a pilot program.

**2018-19 Actions/Services**

Accelerated Reader was maintained. More books were purchased to update the library.

**2019-20 Actions/Services**

Accelerated Reader will be maintained. More books will be purchased to update library and replace books. Character Based Literacy will continue to be used and purchased.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,174	\$4,174	\$4,174
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies LCFF Concentration Object Code 5800 \$2,976 Object 4200 \$1,198	4000-4999: Books And Supplies LCFF Concentration Object Code 5800 \$2,976 Object 4200 \$1,198	4000-4999: Books And Supplies LCFF Concentration Object Code 5800 \$2,976 Object 4200 \$1,198

#### Action 4

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

##### Students to be Served:

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

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

Modified Action

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

Unchanged Action

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

Modified Action

##### 2017-18 Actions/Services

Road Trip Nation will be implemented as a career and vocational exploration curriculum. 100% of students will access

##### 2018-19 Actions/Services

Road Trip Nation was implemented as a career and vocational exploration curriculum. 100% of students have access

##### 2019-20 Actions/Services

Road Trip Nation will be implemented as a career and vocational exploration curriculum. 100% of students will access

and be enrolled in Road Trip Nation. Teachers will receive training from the publishers to prepare for the implementation.

100% of the students enrolled in court school for over 90 days will complete the Serve Safe certificate program and create resumes.

to Road Trip Nation. Teachers received training from the publishers to prepare for the implementation.

100% of the students enrolled in court school for over 90 days have completed the Serve Safe certificate program and created resumes.

A college and career exploration library was maintained for students to further research and explore careers and colleges.

and be enrolled in Road Trip Nation. Teachers will receive training from the publishers to prepare for the implementation.

100% of the students enrolled in court school for over 90 days will complete the Serve Safe certificate program and create resumes.

A college and career exploration library will be maintained for students to further research and explore careers and colleges. Eureka software will continue to be utilized to add additional career exploration. Goodheart-Wilcox soft skills in the work place and financial literacy curriculum will continue to be implemented as an additional pilot for career and technical education. In addition, the "Community Works" and Eureka curriculum will continue to be implemented.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,250	\$1,250	\$1,250
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies LCFF Base Object Code 5200 \$1,000 Object Code 4300 \$250	4000-4999: Books And Supplies LCFF Base Object Code 5200 \$1,000 Object Code 4300 \$250	4000-4999: Books And Supplies LCFF Base Object Code 5200 \$1,000 Object Code 4300 \$250

# 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

Goal 3: Provide a clean and safe learning environment that is culturally responsive to all students.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Maintain a clean, safe and culturally responsive learning environment.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Metrics 3.0:</b>  1. Facilities inspection records will be monitored and indicate a clean environment;	<b>Baseline 3.0:</b>  1. Facilities inspection records that included a Grand Jury county inspection occurred in the facility and a facility inspection occurred on 7/31/15, determined that we have a clean and safe environment.	<b>Outcome 3.0:</b>  1. Facilities inspection records continue to be monitored and indicate a clean and safe environment.	<b>Outcome 3.0:</b>  1. Facilities inspection records indicate a clean and safe environment.	<b>Outcome 3.0:</b>  1. Facilities inspection records will continue to be monitored and indicate a clean and safe environment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2. Student surveys will be given and indicate that we have a safe and culturally responsive environment.	2. Student surveys were given and indicated that we have a safe and culturally responsive environment.	2. Student surveys continue to be given and indicate that we have a safe and culturally responsive environment.	2. Student surveys indicate that we have a safe and culturally responsive environment.	2. Student surveys will continue to be given and indicate that we have a safe and culturally responsive environment.

## 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

2017-18 Actions/Services

An MOU will be implemented with Probation, and inspections will report that

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

Unchanged Action

2018-19 Actions/Services

An MOU was implemented with Probation. Inspections show that the learning

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

Unchanged Action

2019-20 Actions/Services

An MOU will be implemented with Probation, and inspections will report that

the learning environment is clean, safe and culturally responsive to students.

environment is clean, safe and culturally responsive to students.

the learning environment is clean, safe and culturally responsive to students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	\$0	\$0	\$0



# 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 4

Establish communication policies and procedures to inform parents about their child's placement, participation and progress in the educational programs. Encourage parents to give input regarding student program planning and design.

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

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

Increase communication with parents, including increased attendance at parent- teacher conferences and open house.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Communication with parents will occur, documented through letters, phone logs, and email records.	1. Communication with parents was documented through letters, phone logs, and email records.	1. Communication with parents continued to be documented through letters, phone logs, and email records.	1. Communication with parents was documented through letters, phone logs, and email records.	1. Communication with parents will continue to be documented through letters, phone logs, and email records.
2. Parent surveys will indicate that 100% of parents receive school communication that is timely and informative.	2. During the School Site Council administration survey, parents indicated that	2. The School Site Council administration survey indicated that communication is timely and informative.	2. The School Site Council administration survey indicated that communication was timely and informative.	2. The School Site Council administration survey will indicate that communication is timely and informative.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>3. The parent invitation for consultation rate will indicate that 100% of parents are sent invitations.</p> <p>4. Parent surveys will be given.</p>	<p>communication was timely and informative.</p> <p>3. 100% of parents were sent invitations for participating in their student's educational program.</p> <p>4. Parent surveys will indicate that parents feel connected to the school and that they have input into their child's education.</p>	<p>3. Parents continued to be sent invitations for participating in their student's educational program at a rate of 100%.</p> <p>4. Parent surveys continued to indicate that parents felt connected to the school and that they had input into their child's education.</p>	<p>3. Parents were sent invitations for participating in their student's educational program at a rate of 100%.</p> <p>4. Parent surveys indicate that parents felt connected to the school and that they had input in their child's education.</p>	<p>3. Parents will continue to be sent invitations for participation in their student's educational program at a rate of 100%.</p> <p>4. Parent surveys will continue to indicate that parents feel connected to the school and that they have input into their child's education.</p>

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

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

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

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

Modified Action

Unchanged Action

Modified Action

### 2017-18 Actions/Services

A process of communication and consultation upon enrollment has been implemented. Throughout the School Site Council process, personal invitations are made to families to participate via phone calls. There is an additional communication process for all students who have IEPs. Staff will hold parent conferences, in person parent meetings and a school open house. Four early release days per year will be added to the calendar to facilitate parent involvement in meetings. Staff will work to schedule these meetings on parent visitation days to encourage increased attendance.

### 2018-19 Actions/Services

A process of communication and consultation upon enrollment was implemented. Throughout the School Site Council process, personal invitations were made for families to participate via phone calls. There was an additional communication process for all students who have IEPs. Staff held parent conferences, in-person parent meetings and school open house days. The addition of four early release days per year was added to the calendar to facilitate parent involvement and meetings. Staff scheduled these meetings on parent visitation days to encourage increased attendance.

### 2019-20 Actions/Services

A process of communication and consultation upon enrollment has been implemented. Throughout the School Site Council process, personal invitations are made to families to participate via phone calls. There is an additional communication process for all students who have IEPs. Staff will hold parent conferences, in-person parent meetings and a school open house. Every Wednesday throughout the year will be an early release day to facilitate collaborative planning and facilitate parent involvement and meetings. Staff will schedule open house days on parent visitation days to encourage increased attendance. More frequent progress reporting will be provided to parents. Data will be collected to determine if increased parent involvement has occurred as a result of this new practice.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$850	\$850	\$850
Source	Base	Base	Base
Budget Reference	5900: Communications Print, postage and other associated costs  LCFF Base Object Codes 5700-5799 \$675 Object Codes 5900 \$175	5900: Communications Print, postage and other associated costs  LCFF Base Object Codes 5700-5799 \$675 Object Codes 5900 \$175	5900: Communications Print, postage and other associated costs  LCFF Base Object Codes 5700-5799 \$675 Object Codes 5900 \$175

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$109,867

Percentage to Increase or Improve Services

2.38%

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).

As court schools, Golden Ridge and Blue Ridge have 100% unduplicated pupils. As part of the base program, Blue Ridge School will continue implementation of standards-aligned materials and and continue to improve upon whole group, individualized and intervention lessons based on state standards. All students will have access to standards-based instructional materials via core textbooks and online learning. In order to increase or improve services to meet the unique needs of our students, EDCOE's planned school-wide actions and services funded by supplemental and concentration funds are principally directed to support the academic and social/emotional needs of the high-risk students (e.g. low income, English Learner, Foster Youth, expelled students and incarcerated youth). These students have widely varying academic needs, with many students entering the school credit deficient or performing below grade level. Individualized services, and supports to help identify and prioritize student needs, are an essential part of the educational program at Blue Ridge. Once student needs are identified, the academic program must allow for individualization of instruction to ensure that students are closing learning gaps and progressing toward graduation requirements. We have found that the services and supports described below are effective in meeting our goals for unduplicated students.

In order to maximize the time that the students have for learning, and to support our at-risk students to gain credits, as well as the necessary skills to access the state standards, the school day is extended by 100 minutes to provide the additional time needed for teachers to effectively meet the individual needs of the high-risk students while they are enrolled. To provide the students with more individualized academic support, Instructional Assistants are also funded to reduce the student-to-adult ratio, thereby increasing student academic supports.

Goal 1, Action 8 \$177,275 1.73 FTE, Teacher

Goal 1, Action 9 \$102,144 1.68 FTE, Instructional Assistant

Odysseyware is a program that allows students to be academically supported at their individual levels. In addition to allowing students to earn credits and complete California Common Core Standards aligned courses, Odysseyware has intervention components that can be tailored to meet student needs. To ensure that all students have individualized access to the program at any point during the school day, additional Chromebooks were purchased. "Go Guardian" program licenses will continue to be purchased to allow teachers to monitor students' internet use to be sure that they are using it safely and responsibly. Character Based Literacy was purchased and fully implemented to incorporate English standards with social/emotional learning. Training was provided to all staff. An additional social/emotional curriculum, "BASE," was purchased as a pilot this year.

Goal 1, Action 10 \$8,576 Odysseyware Intervention Software

Goal 1, Action 11 \$1,140 Chromebooks

Goal 2, Action 2 \$250 Go Guardian

Accelerated Reader licenses and aligned books will continue to be purchased. The Accelerated Reader program provides an incentive for students to read literature that is aligned to their reading levels (meeting the individual needs of students). By providing incentives, our students are reading more and becoming better readers as a result.

Goal 2, Action 3 \$4,174 Accelerated Reader Program purchase and AR aligned books

The efforts described above will exceed the minimum requirement of 2.38% of increased or improved services and will be effective in meeting the needs of the unduplicated students enrolled in Blue Ridge School.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$183,145

3.99%

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).

As court schools, Golden Ridge and Blue Ridge have 100% unduplicated pupils. As part of the base program, Golden Ridge and Blue Ridge Schools will implement standards-aligned materials and develop whole group, individualized and intervention lessons based on state standards. All students will have access to standards-based instructional materials via core textbooks and online learning. In order to increase or improve services to meet the unique needs of our students, EDCOE’s planned school-wide actions and services funded by supplemental and concentration funds are principally directed to support the academic and social/emotional needs of the high-risk students (e.g. low income, English Learner, Foster Youth, expelled students and incarcerated youth). These students have widely varying academic needs, with many students entering the school credit deficient or performing below grade level. Individualized services, and supports to help identify and prioritize student needs, are an essential part of the educational program at Golden Ridge and Blue Ridge. Once student needs are identified, the academic program must allow for individualization of instruction to ensure that students are closing learning gaps and progressing toward graduation requirements. We have found that the services and supports described below are effective in meeting our goals for unduplicated students.

In order to maximize the time that the students have for learning, and to support our at-risk students to gain credits, as well as the necessary skills to access the state standards, the school day is extended by 100 minutes to provide the additional time needed for teachers to effectively meet the individual needs of the high-risk students while they are enrolled. To provide the students with more individualized academic support, Instructional Assistants are also funded to reduce the student-to-adult ratio, thereby increasing student academic supports.

- Goal 1, Action 8 \$281,025 3.05 FTE, Teacher
- Goal 1, Action 9 \$47,400 2.00 FTE, Instructional Assistant

Odysseyware is a program that allows students to be academically supported at their individual levels. In addition to allowing students to earn credits and complete California Common Core Standards aligned courses, Odysseyware has intervention components that can be tailored to meet student needs. To ensure that all students have individualized access to the program at any point during the school day, additional Chromebooks were purchased. "Go Guardian" program licenses will continue to be purchased to allow teachers to monitor students’ internet use to be sure that they are using it safely and responsibly. Character Based Literacy was purchased and fully implemented to incorporate English standards with social/emotional learning. Training was provided to all staff. An additional social/emotional curriculum, "BASE," was purchased as a pilot this year.

- Goal 1, Action 10 \$5,750 Odysseyware Intervention Software
- Goal 1, Action 11 \$8,491 Chromebooks

Goal 2, Action 2 \$248 Go Guardian  
 Goal 1, Action 4 \$2,442 Character Based Literacy curriculum  
 Goal 1, Action 6 \$2,001 Character Based Literacy training  
 Goal 2, Action 4. \$250 BASE social/emotional curriculum

New P.E. Curriculum was purchased to increase student engagement based on student feedback.

Goal 2, Action 2 \$5,000 PE Curriculum

Additional college and career exploration curriculum was purchased and implemented based on student feedback.

Goal 2, Action 4 \$250 Eureka

Accelerated Reader licenses and aligned books will continue to be purchased. The Accelerated Reader program provides an incentive for students to read literature that is aligned to their reading levels (meeting the individual needs of students). By providing incentives, our students are reading more and becoming better readers as a result.

Goal 2, Action 3 \$2,982 Accelerated Reader Licenses and Books

The efforts described above will exceed the minimum requirement of 3.99% of increased or improved services and will be effective in meeting the needs of the unduplicated students enrolled in GoldenRidge and Blue Ridge.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$255,478

Percentage to Increase or Improve Services

5.54%



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).

As court schools, Golden Ridge and Blue Ridge have 100% unduplicated pupils. EDCOE’s planned school-wide actions and services funded by supplemental and concentration funds are principally directed to support the academic and social/emotional needs of the high-risk students (e.g. low income, English Learner, Foster Youth, expelled students and incarcerated youth). These students have widely varying academic needs, with many students entering the school credit deficient or performing below grade level. Individualized services and supports to help identify and prioritize student needs are an essential part of the educational program at Golden Ridge and Blue Ridge. Once student needs are identified, the academic program must allow for individualization of instruction to ensure that students are closing learning gaps and progressing toward graduation requirements. We have found that the services and supports described below are effective in meeting our goals for unduplicated students.

Individualized Academic Program

The school day is extended by 100 minutes to provide the additional time needed for teachers to effectively meet the individual needs of high-risk students while they are enrolled. Instructional Assistants are also funded to reduce the student-to-adult ratio, thereby increasing student academic supports.

- Goal 1, Action 8 \$244,018 3.06 FTE, Teacher
- Goal 1, Action 9 \$80,305 0.75 FTE, Instructional Assistant

Odysseyware is a program that allows students to be academically supported at their individual levels. In addition to allowing students to earn credits and complete California Common Core Standards aligned courses, Odysseyware has intervention components that can be tailored to meet student needs. To ensure that all students have access to the program, additional Chromebooks were purchased. The Go Guardian program licenses will continue to be purchased to allow teachers to monitor students’ internet use to be sure that they are using it safely and responsibly.

- Goal 1, Action 10 \$5,500 Odysseyware Intervention Software
- Goal 1, Action 11 \$8491 Chromebooks
- Goal 2, Action 2 \$250 Go Guardian

A new assessment system was purchased to allow staff to more effectively assess student needs upon enrollment and to monitor individual student progress while they are enrolled in the school. Staff training was provided to support student data analysis and goal setting using the new assessment system.

Goal 2, Action 1 \$5,000 Student Data/Assessment System

Goal 2, Action 1 \$685 Staff Development

Accelerated Reader licenses and aligned books will be purchased to provide students access to wider reading options at their individual levels with the goal of increasing academic vocabulary, reading fluency and student engagement.

Goal 2, Action 3 \$0 Accelerated Reader Licenses and Books

The efforts described above will provide the needed 5.54% of increased or improved services and will be effective in meeting the needs of the unduplicated students enrolled in Golden Ridge and Blue Ridge.

# 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](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

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

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

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

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

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

### **Comprehensive Support and Improvement**

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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



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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

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

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

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

# **APPENDIX B: GUIDING QUESTIONS**

## **Guiding Questions: Annual Review and Analysis**

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

## **Guiding Questions: Stakeholder Engagement**

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



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

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

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

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	576,579.00	645,095.00	550,931.00	576,579.00	494,738.00	1,622,248.00
Base	167,616.00	276,894.00	160,770.00	167,616.00	140,954.00	469,340.00
Concentration	10,192.00	0.00	9,684.00	10,192.00	10,200.00	30,076.00
Lottery	0.00	0.00	0.00	0.00	0.00	0.00
Other	111,070.00	156,030.00	106,583.00	111,070.00	115,649.00	333,302.00
Supplemental	277,629.00	146,517.00	263,854.00	277,629.00	99,667.00	641,150.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Title I	0.00	47,400.00	0.00	0.00	118,163.00	118,163.00
Title I-A	10,072.00	0.00	10,040.00	10,072.00	10,105.00	30,217.00
Title IV	0.00	18,254.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	576,579.00	645,095.00	550,931.00	576,579.00	494,738.00	1,622,248.00
	411,131.00	159,338.00	390,478.00	411,131.00	324,703.00	1,126,312.00
1000-1999: Certificated Personnel Salaries	8,518.00	103,349.00	8,010.00	8,518.00	8,526.00	25,054.00
2000-2999: Classified Personnel Salaries	111,070.00	328,425.00	106,583.00	111,070.00	115,649.00	333,302.00
4000-4999: Books And Supplies	20,784.00	29,292.00	20,784.00	20,784.00	20,784.00	62,352.00
5800: Professional/Consulting Services And Operating Expenditures	24,226.00	23,982.00	24,226.00	24,226.00	24,226.00	72,678.00
5900: Communications	850.00	709.00	850.00	850.00	850.00	2,550.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	576,579.00	645,095.00	550,931.00	576,579.00	494,738.00	1,622,248.00
	Base	135,896.00	0.00	129,050.00	135,896.00	109,234.00	374,180.00
	Other	0.00	153,588.00	0.00	0.00	0.00	0.00
	Supplemental	267,663.00	5,750.00	253,888.00	267,663.00	89,701.00	611,252.00
	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
	Title I	0.00	0.00	0.00	0.00	118,163.00	118,163.00
	Title I-A	7,572.00	0.00	7,540.00	7,572.00	7,605.00	22,717.00
1000-1999: Certificated Personnel Salaries	Base	0.00	103,349.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	6,018.00	0.00	5,510.00	6,018.00	6,026.00	17,554.00
1000-1999: Certificated Personnel Salaries	Title I-A	2,500.00	0.00	2,500.00	2,500.00	2,500.00	7,500.00
2000-2999: Classified Personnel Salaries	Base	0.00	166,506.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	111,070.00	0.00	106,583.00	111,070.00	115,649.00	333,302.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	114,519.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	0.00	47,400.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	15,470.00	3,348.00	15,470.00	15,470.00	15,470.00	46,410.00
4000-4999: Books And Supplies	Concentration	4,174.00	0.00	4,174.00	4,174.00	4,174.00	12,522.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	2,442.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	1,140.00	5,248.00	1,140.00	1,140.00	1,140.00	3,420.00
4000-4999: Books And Supplies	Title IV	0.00	18,254.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Base	15,400.00	2,982.00	15,400.00	15,400.00	15,400.00	46,200.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	8,826.00	21,000.00	8,826.00	8,826.00	8,826.00	26,478.00
5900: Communications	Base	850.00	709.00	850.00	850.00	850.00	2,550.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	564,037.00	625,735.00	538,897.00	564,037.00	482,188.00	1,585,122.00
Goal 2	11,692.00	18,651.00	11,184.00	11,692.00	11,700.00	34,576.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00
Goal 4	850.00	709.00	850.00	850.00	850.00	2,550.00
Goal 5			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00

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