Local Control Accountability Plan and Annual Update (LCAP) Template

**LEA Name**  |  **Contact Name and Title**  |  **Email and Phone**  
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Trinity County Office of Education  |  Fabio Robles, Assistant Superintendent  |  frobles@tcoek12.org 530-623-2861

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**2017-20 Plan Summary**

**The Story**

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

**Background and Description:**

Trinity County Office of Education is located in Weaverville, a very remote, rural area in the far north of the state. With about 4,000 people, Weaverville is the largest population center in the County. We closed our Independent Study Homeschool program (Mountain Academy Charter) on June 30, 2017, and our Court and Community Schools are temporarily closed due to lack of need (current services for those few students who are incarcerated is being out-sourced to other counties). As a result of our schools closing or being temporarily closed, the state priorities and metrics concerning school operation don't apply to us. They include: 1.A, 1.B, 1.C, 2.A, 2.B, 3.A, 3.B, 3.C, 4.A, 4.B, 4.C, 4.D, 4.E, 4.F, 4.G, 7.A, 7.B, 7.C. Additionally, because of our small and wide-spread population, and the lack of foster homes, many of our foster youth are living in adjoining counties although we do oversee their progress and stay in contact with the schools of attendance.

Suspension rates, expulsion rates, dropout rates and attendance rates also do not apply. We will, however, be tracking many of those metrics for our foster youth which we serve county-wide through our Foster Youth Education Coordinator.

**Special Education Program Profile:**

The Trinity County Office of Education’s (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities. Special education programs meet the needs of students from various categories of disability through a collaborative model between local school sites and TCOE. This collaborative model includes support services, professional development, and communities of practice while students are served directly by the school district in which they are registered.
TCOE serves special education students from all 9 districts in Trinity County. Special education classrooms exist across the county in Burnt Ranch, Junction City, Weaverville, Lewiston, Douglas City, Hayfork, and Mad River. Additionally, students are also served in the general education classroom using a push-in model. TCOE provides support services including adaptive physical education, paraeducators, school psychologists, speech and language pathologists, contracted physical and occupational therapy services on an as needed basis. A school counselor is shared with sites.

For sites that serve moderate to severe disabilities, instruction is aligned to the content standards and is based on the seven foundational curricular domains. This includes domestic, vocational, recreation/leisure, community access/motor skills, communication, social-emotional, and foundational academics. Students learn functional skills that will maximize future independence and vocational skills through both school based practices and community experiences to help them succeed in these areas.

For students with social-emotional needs, services available to students that include educationally relevant mental health services provided by either a school psychologist or mental health clinician. Mental health clinicians are provided through partnerships with Trinity County Behavioral health Services, as well as direct service from TCOE.

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

Due to the fact that we no longer provide a home school or court school, our student population is limited at this time to foster youth. We have a robust foster youth program that has expanded to include college and career counseling.

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

**Greatest Progress**

As stated, we have a robust foster youth as well as homeless youth program based upon increasing need. We have expanded our personnel in these programs, and all three staff members are very dedicated and track these populations of students carefully. However, our numbers are still too small to track on the CA School Dashboard (i.e.: the LCFF Evaluation Rubrics). We track our student's progress locally based on attendance, suspension, expulsion and graduation data.

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

**Greatest Needs**

Our population of Foster and Homeless students is too small to have data on the LCFF Evaluation Rubrics, but it is their unique needs that we are addressing in our LCAP.

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

**Performance Gaps**

Our population of students is too small to have data on the LCFF Evaluation Rubrics and therefore there is no data to indicate performance gaps.

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

**Increased or Improved services**

Foster Youth Liaison duties include college and career planning to better meet student needs.

**Budget Summary**

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures For LCAP Year</td>
<td>$4,970,781</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year</td>
<td>$158,198.00</td>
</tr>
</tbody>
</table>
The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The total projected 2018-19 LCFF revenues are $2,220,356. Because Trinity County Office of Education (TCOE) has no students there is no supplemental or concentration funding included in the projected LCFF revenues. The total General Fund budget for the County Superintendent of Schools is $4,970,781. The LCAP includes expenditures of $158,198. The budgeted expenditures for the LCAP are for those student groups that the county office serves, i.e. foster youth that are enrolled in school districts that are responsible for their educational outcomes. This is a very small part of the entire TCOE budget. The remainder of the TCOE budget is for specific programs and services that support districts including, but not limited to salaries, benefits, and operating expenditures for administration, business, maintenance & operations, special education, adult education, school readiness, after school program and other special programs. The county office services that support school district operations are not included in the TCOE LCAP. For more detail on the entire budget, the public is encouraged to check with the Business Office.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
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</thead>
<tbody>
<tr>
<td>Total Projected LCFF Revenues for LCAP Year</td>
<td>$2,220,356</td>
</tr>
</tbody>
</table>
Annual Update

**LCAP Year Reviewed:** 2017-18

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

### Goal 1

The educational outcomes of foster youth will mirror that of the general population in our county.

State and/or Local Priorities addressed by this goal:

**State Priorities:**
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

**Local Priorities:**

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6: Local Metric/Expulsion rate</td>
<td></td>
<td>As of April 26, 2018, we have 28 in-county (IC) foster youth, and 35 out of county (OC) foster youth and 1 out of state (OS) foster youth.</td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>We will continue to maintain a 0% expulsion rate.</td>
<td>No foster youth have been expelled. We maintained 0% expulsion rate.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As at March 21, 2017, We have 29 in-county (IC) foster youth and 38 out of county (OC) foster youth. No IC youth or OC youth have been expelled (0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
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<td>-------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| **17-18**   
Foster youth will have 0% attendance issues for both IC and OC.       |                                                                                                                                                                                                      |
| **Baseline**  
One IC youth did not have regular attendance. All other OC youth attended school regularly. (3%) |                                                                                                                                                                                                      |
| **Metric/Indicator**  
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator |                                                                                                                                                                                                      |
| **17-18**   
All students eligible to graduate will be awarded High School Diplomas (100%).                                                                 | 100% of IC and OC foster youth eligible to graduate this year and were awarded High School Diplomas.                                                                                                   |
| **Baseline**  
One IC Youth and one OC youth eligible to graduate will be awarded High School Diplomas (100%) |                                                                                                                                                                                                      |
| **Metric/Indicator**  
Priority 10: Coordination of Services for Foster Youth (COE Only)     |                                                                                                                                                                                                      |
| **17-18**   
50% of foster youth in Middle School and High School will register with the California Career Zone (a college and career planning online program). Additionally middle/high school foster youth will progress through the program by taking the self-assessments and exploring careers, education and complete the money management portions of the program. |                                                                                                                                                                                                      |
| **Baseline**  
No college and career awareness and education available to foster youth in grades 7th-12th. |                                                                                                                                                                                                      |
| **Metric/Indicator**  
Priority 10: Coordination of Services for Foster Youth (COE Only) |                                                                                                                                                                                                      |
| **17-18**   
50% of foster youth in Middle School and High School will select courses that are aligned to their college and career aspirations. |                                                                                                                                                                                                      |
| **Baseline**  
No baseline of foster youth middle and high school students taking CTE, AP, or college ready courses. |                                                                                                                                                                                                      |
| **Metric/Indicator**  
Priority 10: Coordination of Services for Foster Youth (COE Only) |                                                                                                                                                                                                      |
| **This was a proposed intern project. The intern did not take on this internship, as a result this project was cancelled.** |                                                                                                                                                                                                      |
| **This was a proposed intern project. The intern did not take on this internship, as a result, this project was cancelled.** |                                                                                                                                                                                                      |
| **This was a proposed intern project. The intern did not take on this internship, as a result this project was cancelled.** |                                                                                                                                                                                                      |
Expected

**17-18**
50% of foster youth in Middle School and High School will complete the local college and and career self-efficacy survey.

**Baseline**
No baseline for foster youth self-efficacy in attending college and or obtaining a career.

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity COE will continue to maintain the new (as of April 2016) positions of Foster Youth Education Coordinator (formerly the Foster Youth and Homeless Services Liaison), and the new part-time positions (if grant funding continues) who support our Foster Youth placed both in and outside of our county, who help with their transfers, making sure records are moved quickly, who also track attendance rates, suspension rates, expulsion rates, and graduations rates to be sure that they are equal to those of their non-foster peers and will intervene to provide direct services as needed if districts are unable to provide the direct services.</td>
<td>We were able to continue to fund the position of Foster Youth Education Coordinator and Homeless Services Liaison as well as the two part-time positions. The increase in actual expenditures is due to the intern position in Goal 1 Action 7 not being filled and the salaries/benefits are reflected in Goal 1 Action 1; and the part-time position FTE’s were increased based on available funding.</td>
<td>Homeless Liaison salary paid by Homeless grant resource 5630 or unrestricted funds resource 0000 2000-2999: Classified Personnel Salaries Other $3,130</td>
<td>Homeless Liaison salary paid by Homeless grant resource 5630 2000-2999: Classified Personnel Salaries Homeless $21,027</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homeless Liaison benefits paid by Homeless grant resource 5630 or unrestricted funds resource 0000 3000-3999: Employee Benefits Other $1,610</td>
<td>Homeless Liaison benefits paid by Homeless grant resource 5630 3000-3999: Employee Benefits Homeless $12,131</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth and Homeless Liaison salary paid by Foster Youth Grant resource 7366 2000-2999: Classified Personnel Salaries Foster Youth $34,122</td>
<td>Foster Youth and Homeless Liaison salary paid by Foster Youth Grant resource 7366 2000-2999: Classified Personnel Salaries Foster Youth $40,245</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth and Homeless Liaison benefits paid by Foster Youth Grant resource 7366 3000-3999: Employee Benefits Foster Youth $22,945</td>
<td>Foster Youth and Homeless Liaison benefits paid by Foster Youth Grant resource 7366 3000-3999: Employee Benefits Foster Youth $21,884</td>
</tr>
</tbody>
</table>
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity COE will maintain mental health services to Foster Youth students with an IEP through Trinity County Behavioral Health, tutoring services, and have expanded transport services for foster youth to include dental as well as medical care out of the area, transport to work placement and educational conferences, and transport to appropriate support groups and as well as transport to all available and necessary services if districts are unable to provide the direct services.</td>
<td>We were able to maintain the mental health services for students with IEPs along with tutoring and transport services for medical needs, work placement and educational conferences at the same prior year levels.</td>
<td>Contract with Trinity County Behavioral Health and/or private contractor for mental health services paid with mental health resource 3327 5800: Professional/Consulting Services And Operating Expenditures Mental Health 3327 $14,315</td>
<td>Contract with Trinity County Behavioral Health and/or private contractor for mental health services paid with mental health resource 3327 5800: Professional/Consulting Services And Operating Expenditures Mental Health 3327 $15,526</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Foster Youth Executive Advisory Council will be maintained, inviting and encouraging Foster parents and Foster Youth to attend as well as services organizations (ie: Behavioral Health), local county agencies (ie: Probation), Shasta College, and school districts.</td>
<td>The Executive Advisory Council met November 9, 2017, February 13, 2018, and May 8, 2018.</td>
<td>Supplies for meeting notices paid with unrestricted funds resource 0000 and will be minimal 4000-4999: Books And Supplies LCFF $100</td>
<td>There were no expenses. 4000-4999: Books And Supplies LCFF $0</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
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<tbody>
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</tbody>
</table>
### Action 5

**Planned Actions/Services**
A lending library will be maintained for Foster Youth for technology devices and Internet access.

**Actual Actions/Services**
A lending library of chromebooks and carriers were purchased.

**Budgeted Expenditures**
Technology Supplies paid by unrestricted resource 0000 4000-4999: Books And Supplies LCFF $100

**Estimated Actual Expenditures**
Technology Supplies paid by unrestricted resource 7366 4000-4999: Books And Supplies Foster Youth $109

### Action 6

**Planned Actions/Services**
Trinity County Office of education will continue to provide oversight for the California Healthy Kids Survey but the districts are responsible for their foster youth as well as all youth enrolled in their districts (who have permission to participate) every year. TCOE will review the results insuring that we have data on their sense of safety and school connectedness.

**Actual Actions/Services**
Identifying foster youth students who took the California Healthy Kids Survey (CHKS) task was assigned to the person who was training to become an intern with the program, but she ended up not filing the internship position and no one else was available to fill the position. Consequently, specific Foster Youth data was not captured, however, overall results are used, which include Foster Youth. We continue to fund staff time to provide coordination and oversight of CHKS for Foster Youth and Non-Foster Youth.

**Budgeted Expenditures**
Healthy Kids survey 4000-4999: Books And Supplies Tobacco-Use Prevention Education $1,250

**Estimated Actual Expenditures**
Healthy Kids survey 5800: Professional/Consulting Services And Operating Expenditures Tobacco-Use Prevention Education $900

Anti-smoking signs and Youth Advocacy Workshop supplies 4000-4999: Books And Supplies Tobacco-Use Prevention Education $1,990
### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth Intern will work with middle school through high school students on college and career awareness and education.</td>
<td>Foster Youth Services Liaisons worked with middle school through high school students on college and career awareness and education.</td>
<td>Foster Youth Intern salary 2000-2999: Classified Personnel Salaries Foster Youth $5,040</td>
<td>See Goal 1 Action 1 2000-2999: Classified Personnel Salaries Foster Youth See Goal 1 Action 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth Intern benefits 3000-3999: Employee Benefits Foster Youth $2,610</td>
<td>See Goal 1 Action 1 3000-3999: Employee Benefits Foster Youth See Goal 1 Action 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School districts will share the cost of California Career Zone online career and college planning program: cacareerzone.org so there will be no cost to Trinity COE. 4000-4999: Books And Supplies Base $0</td>
<td>School districts participated in a free pilot of the California Career Zone online career and college planning program: cacareerzone.org so there will be no cost to Trinity COE. 4000-4999: Books And Supplies Base $0</td>
</tr>
</tbody>
</table>

### Analysis

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

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

Providing services to foster youth placed outside of our county is challenging. Our dedicated staff are able to meet this challenge and go above and beyond what is required, and as a result we are proud of the level of services our foster youth receive.

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

We focus on ensuring that our foster youth outcomes mirror that of our general population of students. In comparing our foster youth with our general education population of students, foster youth are meeting their educational goals similar to our general student population in our county.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The increase in actual expenditures is due to the intern position in Goal 1 Action 7 not being filled and the salaries/benefits are reflected in Goal 1 Action 1; and the part-time position FTE's were increased based on available funding. The reduction in actual expenditures for Goal 1 Action 4 was due to the liaison, not coordinator providing these services.
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.

We planned on adding an intern position and a new online program so that students could plan for college and career. The internship never materialized and as a result this college and career program and intern position did not happen.
Annual Update

LCAP Year Reviewed: 2017-18

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

**Goal 2**

To eventually provide a site-based alternative program for expelled youth in our county when remaining at their site (even in a site-based community school) is not a viable option. You can find the plan for expelled youth on our website under accountability at www.tcoek12.org

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)</td>
<td>17-18 Maintain at least one countywide alternative educational placement for expelled youth.</td>
<td>We have maintained a countywide alternative educational placement for expelled youth. No students were enrolled in 2017-2018.</td>
</tr>
<tr>
<td>Baseline</td>
<td>One countywide alternative educational placement for expelled youth has been created. No students enrolled in 2016-2017.</td>
<td></td>
</tr>
</tbody>
</table>

**Actions / Services**

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

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Page 12 of 51
Maintain an available educational program for students requiring an alternative placement.

We maintained an available educational program for students requiring an alternative placement but there were no students in 2018-19.

There are no budgeted expenditures at this time because there are no students in the court or community day school. $0

There were no expenditures because there were no students in the court or community day school. $0

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should the need arise to reopen the Court School, we will be ready to provide a school calendar/schedule, classroom, curriculum, and a temporary teacher placement.</td>
<td>There was no need to reopen the Court School in 2018-19.</td>
<td>There are no budgeted expenditures at this time because there are no students in the court or community day school. $0</td>
<td>There were no expenditures because there were no students in the court or community day school. $0</td>
</tr>
</tbody>
</table>

Analysis

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

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

There were no students in the court or community day school therefore no implementation occurred.

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

There were no students in the court or community day school therefore no effectiveness of actions/services can be documented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no budget or actual expenses.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes made.
Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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


Regular County Board meetings: August 16, September 20, October 18, November 15, December 14, January 17, February 21, March 14, April 18, May 16, June 20

Community Advisory Council: All day parent training on 3/24/2018 to discuss challenging behaviors and 504 plans as part of our LCAP

Follow up to the March 22, 2017 meeting (Foster Youth Coordinator, COE CBO, COE Superintendent, reps from Shasta County and Trinity Co. Health and Human Services met to evaluate the services we are providing to Foster Youth) held on January 22, 2018 Attendees: FYSC TCOE, CBO TCOE, Business manager and Fiscal from Trinity County H&HS.

The Annual Foster Youth and Homeless Liaison Annual Meeting held in the fall was not arranged this year due to efforts to support families affected by Helena Fire.

American Indian Early Childhood Education Advisory Committee (AIECE): September 5, 2017; November 7, 2017, January 9, 2018; June 6, 2018

Children’s System of Care: Every third Wednesday of each month. Attendees: Trinity COE, Foster / Homeless Youth Coordinator, Child Welfare, Probation, Behavioral Health, Parent Partners


Foster Youth Services Coordinating Program (FYSCP)/Executive Advisory Council (EAC): November 9, 2017, February 13, 2018, May 8, 2018

Trinity County Administrators meetings: August 29, 2017; September 26, 2017; October 24, 2017; November 28, 2017; January 30, 2018; February 27, 2018; March 27, 2018; April 24, 2018; May 22, 2018

Tri-County Consortium Adult Education Block Grant: July 27, 2017; October 26, 2017; January 25, 2018; April 26, 2018

Local Childcare Planning Council: September 12, 2017; November 7, 2017; January 9, 2018; March 13, 2018; May 8, 2018

TCOE Management Team Meetings: September 12, 2017; October 10, 2017; November 7, 2017; December 12, 2017; February 13, 2018; March 13, 2018; April 10, 2018; May 8, 2018
Impact on LCAP and Annual Update

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

FOR 2018-2019 LCAP

Issues discussed (and ways they impacted our LCAP):

- The need for supporting districts in assessing and analyzing student outcomes county-wide. We provided a training to the staff at one school regarding the dashboard
- The need to support districts in developing local measures for their CA Dashboards
- The need to support districts in continuous improvement and we began work with one district to improve suspension rates
- How to continue to seek ways to keep better data county-wide to inform LCAPs in general
- The need to support more districts in the Multi-Tiered System of Support (MTSS). We assisted one district in writing a grant for MTSS and we are partnering with them as well as another district to provide services
- The need for support in Social Emotional Learning (SEL) strategies and Trauma Informed Practices (TIP) and consequently we scheduled 3 different trainings this year for school staff and community organizations
- Foster Youth, Homeless, expelled youth, probation, students needs. We began work on a county-wide protocol for students in crisis
- The need to continue to provide the School Readiness Program to our outlying areas and how to support areas where if not for TCOE early childhood services would be non-existent
- TCOE’s role in representing our county at regional and state level meetings, councils, committee’s, leadership teams, and other critical advocacy groups, to ensure that our unique frontier/rural needs are voiced.
- Facilities and safety issues resulting in an all day ALICE staff training and changes to the facilities for safety
- We gathered input on services provided to special education families, and what recommendations for annual priorities on the SELPA. No impact on the County LCAP as these are generally county-wide activities for all special education students
- As a result of our Community Advisory Committee meetings, parents voiced a need to receive training in strategies for dealing with students with disabilities. Through that discussion, in September 2017, Love & Logic training was provided to parents and our community
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)

| Goal 1 | The educational outcomes of foster youth will mirror that of the general population in our county. |

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 5: Pupil Engagement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 10: Foster Youth – COEs Only (Conditions of Learning)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Identified Need:

According to research, foster youth suffer from an educational achievement gap and a higher rate of school transfers and attendance issues than the general population. To overcome this they need extra services that support consistency in school attendance, access to dental/health and mental health services, and success in academics.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6: Local Metric/Expulsion rate</td>
<td>In March 21, 2017, there were 29 in-county (IC) foster youth and 38 out of county (OC) foster youth. No IC youth or OC youth have been expelled (0%)</td>
<td>We will continue to maintain a 0% expulsion rate.</td>
<td>We will continue to maintain a 0% expulsion rate or will remain at a rate lower than that of the general population.</td>
<td>We will continue to maintain a 0% expulsion rate or will remain at a rate lower than that of the general population.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Priority 6: State Indicator/Student Suspension Indicator</td>
<td>No IC youth was suspended and 1 OC youth was suspended (2.6%)</td>
<td>OC Foster youth will reduce their suspension rate in 2017-18 by an additional 2.6%.</td>
<td>OC Foster youth will maintain a 0% suspension rate in 2018-19 or will remain at a rate lower than that of the general population.</td>
<td>OC Foster youth will maintain a 0% suspension rate in 2019-20 or will remain at a rate lower than that of the general population.</td>
</tr>
<tr>
<td>Priority 5: Local Metric/Student Engagement/School attendance rates</td>
<td>One IC youth did not have regular attendance. All other OC youth attended school regularly. (3%)</td>
<td>Foster youth will have 0% attendance issues for both IC and OC.</td>
<td>Foster youth will continue to have 0% attendance issues for both IC and OC or will remain at a rate lower than that of the general population.</td>
<td>Foster youth will continue to have 0% attendance issues for both IC and OC or will remain at a rate lower than that of the general population.</td>
</tr>
<tr>
<td>Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</td>
<td>One IC Youth and one OC youth eligible to graduate will be awarded High School Diplomas (100%)</td>
<td>All students eligible to graduate will be awarded High School Diplomas (100%).</td>
<td>All students eligible to graduate will be awarded High School Diplomas (100%).</td>
<td>All students eligible to graduate will be awarded High School Diplomas (100%).</td>
</tr>
<tr>
<td>Priority 10: Coordination of Services for Foster Youth (COE Only)</td>
<td>No college and career awareness and education available to foster youth in grades 7th-12th.</td>
<td>50% of foster youth in Middle School and High School will register with the California Career Zone (a college and career planning online program). Additionally middle/high school foster youth will progress through the program by taking the self-assessments and exploring careers, education and complete the money management portions of the program.</td>
<td>60% of foster youth will register with the California Career Zone. Additionally middle/high school foster youth will progress through the program by taking the self-assessments and exploring careers, education and complete the money management portions of the program.</td>
<td>70% of foster youth will register with the California Career Zone. Additionally middle/high school foster youth will progress through the program by taking the self-assessments and exploring careers, education and complete the money management portions of the program.</td>
</tr>
</tbody>
</table>
### Priority 10: Coordination of Services for Foster Youth (COE Only)

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>No baseline of foster youth middle and high school students taking CTE, AP, or college ready courses.</td>
<td>50% of foster youth in Middle School and High School will select courses that are aligned to their college and career aspirations.</td>
<td>60% of foster youth in Middle School and High School will select courses that are aligned to their college and career aspirations.</td>
<td>70% of foster youth in Middle School and High School will select courses that are aligned to their college and career aspirations.</td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

**Action 1**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

Specific Student Groups: Foster Youth

**OR**

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

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

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

**Actions/Services**

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

- Unchanged Action

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

- Modified Action

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

- Modified Action
Trinity COE will continue to maintain the new (as of April 2016) positions of Foster Youth Education Coordinator (formerly the Foster Youth and Homeless Services Liaison), and the new part-time positions (if grant funding continues) who support our Foster Youth placed both in and outside of our county, who help with their transfers, making sure records are moved quickly, who also track attendance rates, suspension rates, expulsion rates, and graduations rates to be sure that they are equal to those of their non-foster peers and will intervene to provide direct services as needed if districts are unable to provide the direct services.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Budget Reference</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$3,130</td>
<td>$16,500</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>Other</td>
<td>Homeless</td>
<td>Other</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>2000-2999: Classified Personnel Salaries Homeless Liaison salary paid by Homeless grant resource 5630 or unrestricted funds resource 0000</td>
<td>2000-2999: Classified Personnel Salaries Homeless Liaison salary paid by Homeless grant resource 5630 or unrestricted funds resource 0000</td>
<td>2000-2999: Classified Personnel Salaries Homeless Liaison salary paid by Homeless grant resource 5630 or unrestricted funds resource 0000</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$1,610</td>
<td>$4,931</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>Other</td>
<td>Homeless</td>
<td>Other</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>3000-3999: Employee Benefits Homeless Liaison benefits paid by Homeless grant resource 5630 or unrestricted funds resource 0000</td>
<td>3000-3999: Employee Benefits Homeless Liaison benefits paid by Homeless grant resource 5630 or unrestricted funds resource 0000</td>
<td>3000-3999: Employee Benefits Homeless Liaison benefits paid by Homeless grant resource 5630 or unrestricted funds resource 0000</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>$34,122</td>
<td>Foster Youth</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth and Homeless Liaison salary paid by Foster Youth Grant resource 7366</td>
<td></td>
</tr>
<tr>
<td>$24,686</td>
<td>Foster Youth</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth and Homeless Liaison salary paid by Foster Youth Grant resource 7366</td>
<td></td>
</tr>
<tr>
<td>$23,880</td>
<td>Foster Youth</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth and Homeless Liaison salary paid by Foster Youth Grant resource 7366</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$22,945</td>
<td>Foster Youth</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth and Homeless Liaison benefits paid by Foster Youth Grant resource 7366</td>
</tr>
<tr>
<td>$4,937</td>
<td>Foster Youth</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth and Homeless Liaison benefits paid by Foster Youth Grant resource 7366</td>
</tr>
<tr>
<td>$5,015</td>
<td>Foster Youth</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth and Homeless Liaison benefits paid by Foster Youth Grant resource 7366</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,060</td>
<td>Foster Youth</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutoring for foster students</td>
</tr>
<tr>
<td>$5,000</td>
<td>Foster Youth</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutoring for foster students</td>
</tr>
<tr>
<td>$5,000</td>
<td>Foster Youth</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutoring for foster students</td>
</tr>
</tbody>
</table>

**Action 2**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Specific Student Groups: Foster Youth</td>
<td></td>
</tr>
</tbody>
</table>

OR

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

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

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

**Unchanged Action**

**2017-18 Actions/Services**

Trinity COE will maintain mental health services to Foster Youth students with an IEP through Trinity County Behavioral Health, tutoring services, and have expanded transport services for foster youth to include dental as well as medical care out of the area, transport to work placement and educational conferences, and transport to appropriate support groups and as well as transport to all available and necessary services if districts are unable to provide the direct services.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$14,315</td>
<td>$17,461</td>
<td>$17,461</td>
</tr>
<tr>
<td>Source</td>
<td>Mental Health 3327</td>
<td>Mental Health 3327</td>
<td>Mental Health 3327</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Contract with Trinity County Behavioral Health and/or private contractor for mental health services paid with mental health resource 3327</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Contract with Trinity County Behavioral Health and/or private contractor for mental health services paid with mental health resource 3327</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Contract with Trinity County Behavioral Health and/or private contractor for mental health services paid with mental health resource 3327</td>
</tr>
</tbody>
</table>

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: Foster Youth

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

### OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

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

Unchanged Action

### 2017-18 Actions/Services
A Foster Youth Executive Advisory Council will be maintained, inviting and encouraging Foster parents and Foster Youth to attend as well as services organizations (ie: Behavioral Health), local county agencies (ie: Probation), Shasta College, and school districts.

### 2018-19 Actions/Services
A Foster Youth Executive Advisory Council will be maintained, inviting and encouraging Foster parents and Foster Youth to attend as well as services organizations (ie: Behavioral Health), local county agencies (ie: Probation), Shasta College, and school districts.

### 2019-20 Actions/Services
A Foster Youth Executive Advisory Council will be maintained, inviting and encouraging Foster parents and Foster Youth to attend as well as services organizations (ie: Behavioral Health), local county agencies (ie: Probation), Shasta College, and school districts.

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$100</td>
<td>LCFF</td>
<td>4000-4999: Books And Supplies for meeting notices paid with unrestricted funds resource 0000 and will be minimal</td>
</tr>
<tr>
<td>2018-19</td>
<td>$100</td>
<td>LCFF</td>
<td>4000-4999: Books And Supplies for meeting notices paid with unrestricted funds resource 0000 and will be minimal</td>
</tr>
<tr>
<td>2019-20</td>
<td>$100</td>
<td>LCFF</td>
<td>4000-4999: Books And Supplies for meeting notices paid with unrestricted funds resource 0000 and will be minimal</td>
</tr>
</tbody>
</table>

**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)

Specific Student Groups: Foster Youth

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

**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**
The Foster Youth Education Coordinator will continue to provide training to school districts as needed for capacity building and for expanding services.

**2018-19 Actions/Services**
The Foster Youth Education Coordinator will continue to provide training to school districts as needed for capacity building and for expanding services.

**2019-20 Actions/Services**
The Foster Youth Education Coordinator will continue to provide training to school districts as needed for capacity building and for expanding services.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$55,380</td>
<td>$55,946</td>
<td>$56,492</td>
</tr>
<tr>
<td>Source</td>
<td>Foster Youth</td>
<td>Foster Youth</td>
<td>Foster Youth</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2000-2999: Classified Personnel Salaries Foster Youth Education Coordinator salaries resource 7366</td>
<td>2000-2999: Classified Personnel Salaries Foster Youth Education Coordinator salaries resource 7366</td>
<td>2000-2999: Classified Personnel Salaries Foster Youth Education Coordinator salaries resource 7366</td>
</tr>
<tr>
<td>Amount</td>
<td>$28,252.67</td>
<td>$26,537</td>
<td>$27,211</td>
</tr>
<tr>
<td>Source</td>
<td>Foster Youth</td>
<td>Foster Youth</td>
<td>Foster Youth</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>3000-3999: Employee Benefits Foster Youth Education Coordinator benefits resource 7366</td>
<td>3000-3999: Employee Benefits Foster Youth Education Coordinator benefits resource 7366</td>
<td>3000-3999: Employee Benefits Foster Youth Education Coordinator benefits resource 7366</td>
</tr>
</tbody>
</table>

**Action 5**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Specific Student Groups: Foster Youth</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

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

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

**Actions/Services**

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

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

A lending library will be maintained for Foster Youth for technology devices and Internet access.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies Technology Supplies paid by unrestricted resource 0000</td>
<td>4000-4999: Books And Supplies Technology Supplies paid by unrestricted resource 0000</td>
<td>4000-4999: Books And Supplies Technology Supplies paid by unrestricted resource 0000</td>
</tr>
</tbody>
</table>

**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
- Specific Grade Spans: 5th, 7th, and 9th

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

2018-19 Actions/Services

2019-20 Actions/Services
Trinity County Office of education will continue to provide oversight for the California Healthy Kids Survey but the districts are responsible for their foster youth as well as all youth enrolled in their districts (who have permission to participate) every year. TCOE will review the results insuring that we have data on their sense of safety and school connectedness.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,250</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Source</td>
<td>Tobacco-Use Prevention Education</td>
<td>Tobacco-Use Prevention Education</td>
<td>Tobacco-Use Prevention Education</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies Healthy Kids survey</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Healthy Kids survey</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Healthy Kids survey</td>
</tr>
</tbody>
</table>

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)

Specific Student Groups: Foster Youth

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

Specific Grade Spans: 7th - 12th grades

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]
<table>
<thead>
<tr>
<th>Year</th>
<th>Actions/Services</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Foster Youth Intern will work with middle school through high school students on</td>
<td>Year</td>
</tr>
<tr>
<td></td>
<td>college and career awareness and education.</td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2018-19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

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

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

| Unchanged Goal |

Goal 2

To eventually provide a site-based alternative program for expelled youth in our county when remaining at their site (even in a site-based community school) is not a viable option. You can find the plan for expelled youth on our website under accountability at www.tcoek12.org

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Local Priorities:

Identified Need:

Due to our single-school districts, or districts with only one elementary and one high school, students who are expelled from schools in our rural area do not have an alternative placement outside of their own district.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)</td>
<td>One countywide alternative educational placement for expelled youth has been created. No students enrolled in 2016-2017.</td>
<td>Maintain at least one countywide alternative educational placement for expelled youth.</td>
<td>Maintain at least one countywide alternative educational placement for expelled youth.</td>
<td>Maintain at least one countywide alternative educational placement for expelled youth.</td>
</tr>
</tbody>
</table>

Planned Actions / Services

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

Action 1
## Actions/Services

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

<table>
<thead>
<tr>
<th>Action</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Maintain an available educational program for students requiring an alternative placement.</td>
<td>Maintain an available educational program for students requiring an alternative placement.</td>
<td>Maintain an available educational program for students requiring an alternative placement.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>There are no budgeted expenditures at this time because there are no students in the court or community day school.</td>
<td>There are no budgeted expenditures at this time because there are no students in the court or community day school.</td>
<td>There are no budgeted expenditures at this time because there are no students in the court or community day school.</td>
</tr>
</tbody>
</table>

## Action 2

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

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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<tr>
<td>Amount</td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>There are no budgeted expenditures at this time because there are no students in the court or community day school.</td>
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<td>There are no budgeted expenditures at this time because there are no students in the court or community day school.</td>
</tr>
</tbody>
</table>

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)

**OR**

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

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

#### 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
- Should the need arise to reopen the Court School, we will be ready to provide a school calendar/schedule, classroom, curriculum, and a temporary teacher placement.

#### 2018-19 Actions/Services
- Should the need arise to reopen the Court School, we will be ready to provide a school calendar/schedule, classroom, curriculum, and a temporary teacher placement.

#### 2019-20 Actions/Services
- Should the need arise to reopen the Court School, we will be ready to provide a school calendar/schedule, classroom, curriculum, and a temporary teacher placement.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

#### Budget Reference
- There are no budgeted expenditures at this time because there are no students in the court or community day school.
- There are no budgeted expenditures at this time because there are no students in the court or community day school.
- There are no budgeted expenditures at this time because there are no students in the court or community day school.
### Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2018-19**

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

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

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

We anticipate receiving zero supplemental and concentration funds because Trinity COE will not be operating any schools in 2018-19 and therefore there will be no students that generate this type of funding. The foster youth generated supplemental and concentration funding is included in each district's Local Control and Accountability Plan.

In 2018-19 services to foster youth and homeless will be provided by categorical funding and are not reflected in the percentage indicated above. For information purposes in 2017-18 there were 38 (2%) foster youth and 120 (8%) homeless students out of 1,582 on Information Day. The 2018-19 assumes no change in these student numbers.

---

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

**LCAP Year: 2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

We received zero supplemental and concentration funds because Trinity COE did not operate any schools in 2017-18 and therefore there were no students that generate this type of funding. The foster youth generated supplemental and concentration funding were included in each district's Local Control and Accountability Plan.

In 2017-18 services to foster youth and homeless were provided by categorical funding and are not reflected in the percentage indicated above. For information purposes in 2016-17 there were 37 (2%) foster youth and 104 (6%) homeless students out of 1,647 on Information Day. The 2017-18 the foster youth percentage was the same but the homeless increased by 2%.
Addendum

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

Plan Summary

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

Budget Summary

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

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

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

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

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

**Annual Update**

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

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

**Annual Measurable Outcomes**

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

**Actions/Services**

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

**Analysis**

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

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

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

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

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

**Stakeholder Engagement**

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures
For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5. Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.
Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

**Priority 1: Basic Services** addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

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

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 CCR Section 1039.1.

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

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 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, October 2016
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
## Total Expenditures by Object Type and Funding Source

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