

§ 15497. Local Control and Accountability Plan and Annual Update Template

LEA: Shasta County Office of Education

Contact: Tom Armelino, Superintendent (530)225-0227

LCAP Year: 2014-15

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>1. One of the primary vehicles for community input into the LCAP goals and action steps has been the School Site Council (SSC). The SSC has a representative from the county probation office, parents, teachers, administrators and students. In addition, input and feedback has been solicited from the presidents of the local CTA and CSEA chapters. Individual group meetings were held at a faculty meeting and with the Student Leadership Committee. Feedback was also solicited from an Alternative Education Forum, which is comprised of representatives from local group homes. There was representational participation within the constituent groups, including at least one from each subgroup of foster student, foster parent, low income student, low income parent, student with disabilities, parent of a student with disabilities, Hispanic parent, and Hispanic student.</p>	<p>There was consistency between the groups supporting the need for additional staff to address the social emotional needs of students. Additionally, the student and parent representatives on the SSC voiced the need for additional attention in the area of career/job placements, more opportunities for activities, greater availability of mental health / counseling services and summer school opportunities that include enrichment, as well as academic, activities.</p>
<p>2. With stakeholder meetings beginning in the fall, all of the meetings were held prior to the solidification of LCAP goals, which occurred in March 2014.</p>	<p>Though LCAP goals are consistent with previously prepared Single Plans for Student Achievement and the LEA Addendum, the actual goals were modified based on input. The following were added or revised based on student and parent comments:</p> <ul style="list-style-type: none"> • Additional counseling was added • Summer school was expanded to include students from all SCOE programs • A career/parent coach position was added • Training in <i>Capturing Kids Hearts</i>, was expanded
<p>3. Data used with stakeholder groups included:</p> <ul style="list-style-type: none"> • STAR testing results • CAHSEE results, disaggregated by site • MAP testing results • Discipline data for Oasis School • Demographic data for LEA composition • Attendance data • Drop out data • API status 	<p>Data validated student and adult perception of academic and social performance within district programs. Demographic Summary</p> <ul style="list-style-type: none"> • 40% of students are foster youth • 54% of the student are low income

Involvement Process	Impact on LCAP
<p>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?</p>	<p>See #2</p>
<p>5. Subsequent to the development of the publishing of draft goals and detailed action steps, meetings were scheduled and held as follows:</p> <ul style="list-style-type: none"> Feb 6 and March 17, 2014 Parent Advisory Council presentation (representative sample with representation from foster parent, low income parent, student with disabilities) February 27, 2014 Oasis Student Leadership March 9, 2014 CSEA presentation May 27, 2014 Countywide SARB Board re: Goals 6 and 7 May 29, 2014 CTA presentation June 1, 2014 Posting to website June 11, 2014 Public hearing at BOE meeting, with the budget June 25, 2014 BOE LCAP vote of approval in conjunction with the budget 	<p>The resultant goals are a product of those meetings. Additionally, some of the action steps to achieve those goals came out of the stakeholder meetings.</p> <p>At the June 11, 2014 Public Hearing, an additional data point was added to the plan.</p>

Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>SSC and teachers identified need to improve benchmark performance based on MAP results.</p> <p>BASELINE: Minimum days allocated to collaboration: 14</p> <p>MAP 2012-13 ELA: Oasis 22% 88% Ind Study 45% Math: Oasis 33% 0% Ind Study 48%</p> <p>HQT 100% Missassignments 0%</p> <p>Career Course 0%</p> <p>Math materials 100%</p> <p>ELA materials</p>	<p>GOAL 1. 80% of alternative education students participating in a pre and post Math and English Language Arts MAP assessment, will demonstrate a Lexile increase of one grade level.</p>	All	All	<ol style="list-style-type: none"> 1. Students will experience a more coordinated curriculum that is CCSS aligned and incorporates the ELD standards as a result of increased time for teacher collaboration. (increase by 16 to 30 minimum days. Increase MAP testing proficiency to 60%) 2. Students will be instructed by teachers with excellent pedagogical skills because of improved reading and ELA coaching. (Maintain baseline of 100% HQT and 0% misassignments) 3. Students will have relevant courses with a pathways curriculum. (50% increase over baseline of students enrolled in career orientation course.) 	<ol style="list-style-type: none"> 1. Students will experience a more coordinated curriculum that is CCSS aligned and incorporates the ELD standards as a result of increased time for teacher collaboration. (maintain 30 minimum days. Increase MAP testing proficiency to 70%) 2. Students will be instructed by teachers with excellent pedagogical skills because of improved reading and ELA coaching. (Maintain baseline of 100% HQT & 0% misassignments) 3. Students will have relevant courses with a pathways curriculum. (75% increase over baseline of students enrolled in career orientation course.) 	<ol style="list-style-type: none"> 1. Students will experience a more coordinated curriculum that is CCSS aligned and incorporates the ELD standards as a result of increased time for teacher collaboration (maintain 30 minimum days. Increase MAP testing proficiency to 80%) 2. Students will be instructed by teachers with excellent pedagogical skills because of improved reading and ELA coaching. (Maintain baseline of 100% HQT & 0% misassignments) 3. Students will have relevant courses with a pathways curriculum. (100% increase over baseline of students enrolled in career orientation course.) 	Priorities 1, 2, 4, 7	

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<p>100%</p> <p>Individualized Plans with focus on career 0%</p> <p><i>Intervention Accelerate</i> 4 passed/14 enrolled</p> <p>Extended learning 2013-14 19 days of summer school</p> <p>Students returning to less restrictive environments: Data not retained.</p>				<p>4. Students will use math and ELA course materials that are aligned with CCSS. (Maintain 100%)</p> <p>5. Students will use improved Individualized Learning Plans (ILP), with a focus on college and career. ILPs will enable students to easily transition to less restrictive environments with maximum course credits. (Increase to 100%)</p> <p>6. Students will have engaging teachers who have the needed content and pedagogical knowledge, including delivery of instructional strategies (maintain 100% HQT)</p> <p>7. Students will have the benefit of intervention programs, including special education services, as needed. (Increase pass rate on <i>Accelerate</i> by 250% to 14</p>	<p>4. Students will use math course materials that are aligned with CCSS. (Maintain 100%)</p> <p>5. Students will use improved Individualized Learning Plans, with a focus on college and career. (Maintain 100%)</p> <p>6. Students will have engaging teachers who have the needed content and pedagogical knowledge, including delivery of instructional strategies (maintain 100% HQT)</p> <p>7. Students will have the benefit of intervention programs. (Maintain or increase pass rate on <i>Accelerate</i> by 250% to 14 and usage by 100% to 28.)</p> <p>8. Students will have opportunities for extended learning time (Maintain 19 days of summer school)</p> <p>9. Students will be</p>	<p>4. Students will use math course materials that are aligned with CCSS. (Maintain 100%)</p> <p>5. Students will use improved Individualized Learning Plans, with a focus on college and career. (Maintain 100%)</p> <p>6. Students will have engaging teachers who have the needed content and pedagogical knowledge, including delivery of instructional strategies (maintain 100% HQT)</p> <p>7. Students will have the benefit of intervention programs. (Maintain or increase pass rate on <i>Accelerate</i> by 250% to 14 and usage by 100% to 28.)</p> <p>8. Students will have opportunities for extended learning time. (Maintain 19 days of summer school)</p> <p>9. Students will be</p>		

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					and usage by 100% to 28.) 8. Students will have opportunities for extended learning time (Maintain 19 days of summer school) 9. Students will be exposed to a variety of technology. (Through use of tech to access curriculum, increase MAP testing proficiency to 60%)	exposed to a variety of technology. (Increase MAP testing proficiency to 70%)	exposed to a variety of technology. (Increase MAP testing proficiency to 80%)	
SSC identified too many referrals as a problem. Counseling 2013-14 3 sets of ten hour counseling sessions serving 33 students. Health Consults (2013-14) 22 daily/792 annual Discipline referrals in	GOAL 2. Positive Behavior Intervention Strategies will be implemented in classrooms, reducing referrals and behavior reports by 50%, effectively increasing student's access to instructional minutes.	All	All		10. Students will have increased counseling services (100% increase in number of counseling sessions and student capacity; with better adaptive skills, students will decrease daily nurse consults by 2%) 11. Students will have improved relationship between students, teachers and group	10. Students will continue to have counseling services. (Maintain a 100% increase in sessions and student capacity; decrease daily nurse consults by 4%) 11. Improved relationship between students, teachers and group homes, with greater consistency for students. (Decrease	10. Students will continue to have counseling services. (Maintain a 100% increase in sessions and student capacity; decrease daily nurse consults by 4%) 11. Improved relationship between students, teachers and group homes, with greater consistency for students. (Decrease suspensions by	Priority 6

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2012-13: 3671 Suspensions 2012-13 In school 2411 Out of school 363 Arrests at School 13-14 100 Attendance rate for 2012-13: 86.4 Chronic Absenteeism 2013-14 as of May 20: 64% Pupil expulsion rate: N/A Basic Services FIT report results					homes, with greater consistency for students. (Decrease suspensions by 10%; Decrease referrals by 10%; decrease chronic absenteeism by 10%) 12. Students will have improved relationships with and between students. (Decrease Arrests by 10%) 13. Students will attend school more frequently (increased attendance by 2%) *26. Students will be educated in a safe environment that is in good repair. (FIT report results)	suspensions by 20%; Decrease referrals by 20%; decrease chronic absenteeism by 20%) 12. Improved relationships with and between students. (Decrease Arrests by 20%) 13. Students will attend school more frequently (increased attendance by 4%)	30%; Decrease referrals by 30%; decrease chronic absenteeism by 30%) 12. Improved relationships with and between students. (Decrease Arrests by 30%) 13. Students will attend school more frequently. (Increased attendance by 6%)	
SSC and teachers identified need based on CAHSEE results 2012-13. ELA: Oasis (10) 26% (11/12) 32% (10) na	GOAL 3. 80% or more of the students in the Alt. Ed Program for 90 days or more who take the California High School Exit Exam (CAHSEE) will achieve a passing score (350) or higher.	All	All		14. More students will pass CAHSEE as a results of CAHSEE prep course (CAHSEE pass rate) 15. More students will pass CAHSEE as a result of CAHSEE prep course in summer school. (CAHSEE	14. More students will pass CAHSEE as a results of CAHSEE prep course 15. More students will pass CAHSEE as a result of CAHSEE prep course in	14. More students will pass CAHSEE as a results of CAHSEE prep course 15. More students will pass CAHSEE as a result of CAHSEE prep course in summer	Priorities 3, 4, 5, 8

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(11/12) 50% Ind Study (10)82% (11/12) 55% Math: Oasis (10) 47% (11/12) 28% (10) 0% (11/12) 40% Ind Study (10)73% (11/12) 75%					pass rate) Numbers 2, 3, and 4 above	summer school. Numbers 2, 3, and 4 above	school. Numbers 2, 3, and 4 above	
Parents want personal contact with staff re college and career readiness. 2013-14 Survey Responses Parents 12/180=6.7% Students 45/180=25% Knowledge of career readiness 24/57=42% Knowledge of grad requirements 43/57=75%	GOAL 4. 100% percent of parents/caregivers and students will report having personal contact with a staff member regarding the progress of their student towards academic and career goals of the student as measured by parent and student surveys.	All	All		16. Students and parents will understand their own academic performance in relation to goals. (50% survey response; knowledge of career 50%; knowledge of grad requ. 100%) 17. Students and parents will understand their own career goals and meet with staff regarding same (INDIVIDUALIZED LEARNING PLAN, standards based report cards) See 16 above for metric. 18. Students will experience improved exposure to community resources,	16. Students and parents will understand their own academic performance in relation to goals. (50% survey response; knowledge of career 75%; knowledge of grad requ. 100%) 17. Students and parents will understand their own career goals and meet with staff regarding same (INDIVIDUALIZED LEARNING PLAN, standards based report cards). See 16 above for metric. 18. Students will experience improved	16. Students and parents will understand their own academic performance in relation to goals. (50% survey response; knowledge of career 75%; knowledge of grad requ. 100%) 17. Students and parents will understand their own career goals and meet with staff regarding same (INDIVIDUALIZED LEARNING PLAN, standards based report cards). See 16 above for metric. 18. Students will experience improved exposure to community	Priorities 3, 5

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College and Career Resources 10 college and career events held % of students completing FAFSA – baseline not yet established					including career opportunities. (Increase college and career events by 50%; improve FAFSA completion by 50%)	exposure to community resources, including career opportunities . (Increase college and career events by 75%; improve FAFSA completion by 50%)	resources, including career opportunities. (Increase college and career events by 100%; improve FAFSA completion by 50%)	
% of students who have completed a career orientation course	GOAL 5: 100% of students will explore career fields and have exposure to the workplace and college as documented in INDIVIDUALIZED LEARNING PLANS, 10 year plans, and teacher lesson plans.	All	All		Numbers 3, 17, 18 above. 19. Students will be aware of potential changes in science standards through teacher exposure.	Numbers 3, 17, 18 above. 19. Students will become more familiar with NGSS as teachers study them in collaboration periods.	Numbers 3, 17, 18 above. 19. Implement Next Generation Science Standards	Priorities 1, 2, 5
100% of students expelled who are enrolled in SCOE alternative education programs. 100% of LEAs participate in the process of developing the plan.	GOAL 6. Countywide SCOE will coordinate services to ensure that services for expelled youth are provide by SCOE in cooperation with local districts with the goal of decreasing expulsion and suspension and ensuring expelled students have appropriate programs. (Expelled youth are included within the unduplicated counts of students receiving services which are included above for students in SCOE programs.)	Countywide	Countywide		20. Students will have ample opportunities for placement when expelled. Through Implementation the 2013 developed expulsion plan. 21. Students will have ample opportunities for placement when expelled through a <i>revision</i> of the countywide expulsion plan for use in the following years.	20. Implement the 2015 developed expulsion plan. 21. Monitor the effectiveness of the plan and internally review the plan for any modifications that are needed.	20. Implement the 2015 developed expulsion plan. 21. Revise the countywide expulsion plan for use in the following years.	Priority 9
Through discussion with district	GOAL 7: SCOE will coordinate services county-wide in accordance with the foster	Countywide	Countywide		22. Students will benefit	22. Mentor no less than	22. Mentor no less than	Priority 10

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<p>representatives, there is a need for additional mentoring, tutoring, and interagency collaboration.</p> <p>2013-14: 12 foster youth were identified and participated in mentoring pilot program</p> <p>2013-2014 73% of foster youth students with passing grade of C</p> <p>2013-14 Regional and County level student focused meetings (SST and IEP's) with Districts, and Placement and Staffing meetings with Health and Human Services resulted in 452 attended</p>	<p>youth grant and ED CODE and review the plan annually for changes.</p>			<p>from collaboration as a result of two mentoring programs serving 40 foster youth.</p> <p>23. Students will have an opportunity of passing with a C or better through the implementation of a tutoring program. 78% of youth</p> <p>24. Students will have a more coordinated delivery of social services and educational services through collaboration with Shasta County Health and Human Services Children's Division, School Districts and Foster Family Agencies. Meetings are held in response to student in crisis and having significant needs. A reduction in meetings by 10% (to 400) will be reflective of better outcomes.</p> <p>25. Students will have fewer transitions through</p>	<p>45 foster youth and evaluate and modify program effectiveness</p> <p>23. 83% of youth</p> <p>24. Attend 360 regional meetings</p> <p>25. 10% decrease</p>	<p>50 foster youth and evaluate program effectiveness</p> <p>23. 85% of youth</p> <p>24. Attend 300 regional meetings</p> <p>25. 20% decrease</p>		

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<p>2013-14 18 total foster youth attended an Alternative Educational or continuation school setting in and out of Shasta County</p> <p>Foster Youth Advisory identified need to lessen the number of FY referred to Student Attendance Review Board annually. 2013-2014 = 24</p>				<p>coordination and collaboration SCOE that will aim to decrease transfer of foster youth to continuation and other alternative schools and decreased transfer of foster youth after a change in residential placement. 10% decrease</p> <p>26. No more than 13 (total) of foster youth in grades K-12 will referred to SARB – a 20% reduction</p>	26. 20% reduction	26. 20% reduction		

Section 3: Actions, Services, and Expenditures

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and	Related State and Local	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?
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identify all goals from Section 2)	Priorities (from Section 2)				LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1	1, 2, 4, 7	1. Increased time for teacher collaboration					
		1.a. Add additional days of collaboration, utilizing collaboration, lesson study and site visitation to monitor and improve program delivery.	LEA wide		No additional cost. Included in teacher work days. Cost for paras (see 1.b.)	No additional cost. Included in teacher work days. Cost for paras (see 1.b.)	No additional cost. Included in teacher work days. Cost for paras (see 1.b.)
		1.b. Establish a schedule for teachers and instructional assistants to meet regularly to review instructional materials and strategies they are implementing cooperatively. Minimum day schedule.	Oasis Oasis South Juvenile Court		30 min day x 35 days x 5 paras x \$15/hr = \$1312. Extra pay. Object: 2000-3999 Teacher cost included in base pay for work days.	30 min day x 35 days x 5 paras x \$15/hr = \$1312. Extra pay. Object: 2000-3999 Teacher cost included in base pay for work days.	30 min day x 35 days x 5 paras x \$15/hr = \$1312. Extra pay. Object: 2000-3999 Teacher cost included in base pay for work days.
1, 3	1, 2, 3, 4, 5, 7, 8	2. Improved reading and ELA coaching					
		2.a. Providing content area expert in the area of English Language Arts to provide assistance and support in program development and implementation, including using time to align K-12 curriculum and instruction with CCSS.	LEA wide		.2 FTE ELA Content specialist \$15,014 Title IA \$5,569 Title ID Object: 1000-3999	.2 FTE ELA Content specialist \$15,014 Title IA \$5,569 Title ID Object: 1000-3999	.2 FTE ELA Content specialist \$15,014 Title IA \$5,569 Title ID Object: 1000-3999
		2.b. Provide content area expert in the area of Mathematics from the County Office of Education to provide assistance and support in program development and implementation, including using time to align K-12 curriculum and instruction with CCSS.	LEA wide		.1 FTE Math content specialist \$4,954 Title IA \$4,954 Title ID Object: 1000-3999	.1 FTE Math content specialist \$4,954 Title IA \$4,954 Title ID Object: 1000-3999	.1 FTE Math content specialist \$4,954 Title IA \$4,954 Title ID Object: 1000-3999
1, 3	1, 2, 3, 4, 5, 7, 8	3. Improved relevance of pathways curriculum					
		3.a. Use of standards-aligned instructional materials and strategies by maintaining a committee to develop a comprehensive pathways plan, incorporating all ideas expressed in this document.	LEA wide		To be incorporated into collaboration time. (see 1.a.)	To be incorporated into collaboration time. (see 1.a.)	To be incorporated into collaboration time. (see 1.a.)
		3.b. Engage students and their families in relevant learning through internships, job placement and functional exposure to careers by employing a Parent and Career Coach to work during and after school hours.	LEA wide		Parent and Career Coach See Supplemental and Concentration, Section 3.B.	Parent and Career Coach See Supplemental and Concentration, Section 3.B.	Parent and Career Coach See Supplemental and Concentration, Section 3.B.
1, 3	1, 2, 3, 4, 5, 7, 8	4. Adoption of math program			Cost for books (See 26.h.)	Cost for books (See 26.h.)	Cost for books (See 26.h.)
					PD to be incorporated into collaboration	PD to be incorporated into collaboration	PD to be incorporated into collaboration

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					(see 1.a.)	(see 1.a.)	(see 1.a.)
1, 5	1, 2, 4, 7	5. Improved use of Individualized Learning Plans, with a focus on college and career					
		5.a. Conduct career interest surveys with students and coordinate completion of INDIVIDUALIZED LEARNING PLAN and career activities	LEA wide		POINT OF CONTACT: Psychologist and Career Coach Costs See 10.b. and 3.b.	POINT OF CONTACT: Psychologist and Career Coach Costs See 10.b. and 3.b.	POINT OF CONTACT: Psychologist and Career Coach Costs See 10.b. and 3.b.
1	1, 2, 4, 7	6. Improved teacher content and pedagogical knowledge, including delivery of instructional strategies					
		6.a. Alignment of instruction with content standards by providing training in academic vocabulary aligned with Common Core standards. Training to be provided to students, teachers and paraprofessionals.	LEA wide		To be incorporated into collaboration time (see 1.a.)	To be incorporated into collaboration time (see 1.a.)	To be incorporated into collaboration time (see 1.a.)
		6.b. Provide opportunity for alternative education staff to attend the JSSAC, CIS and other conferences which highlights best practices in education and alternative education.	LEA wide		Conference fees \$6000 Title IA \$900 LCFF BASE Object: 5200	Conference fees \$6000 Title IA \$900 LCFF BASE Object: 5200	Conference fees \$6000 Title IA \$900 LCFF BASE Object: 5200
		6.c. Development and use of a teacher evaluation instrument that emphasizes student achievement and professional learning.	LEA wide		Peer coaching pilot year Training for teachers sub cost \$115/day \$6,000 LCFF Base Object 1000-3000	Peer evaluation pilot Training for teachers sub cost \$115/day \$6,000 LCFF Base Object 1000-3000	Revise as determined in cooperation with state evaluation planning team
1	1, 2, 4, 7	7. Improved use of intervention programs					
		7. a. Provide intervention services to students on a daily basis.	LEA wide		Cost of additional teachers 1.32 FTE \$110,134 Title IA 1.26 FTE \$123,520 Title ID	Cost of additional teachers 1.32 FTE \$110,134 Title IA 1.26 FTE \$123,520 Title ID	Cost of additional teachers 1.32 FTE \$110,134 Title IA 1.26 FTE \$123,520 Title ID

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Object: 1000 - 3999	Object: 1000 – 3999	Object: 1000 - 3999
		7.b. Provide instructional assistance in each classroom to assist with one on one instruction and small group support.	Oasis Oasis South Juv Rehab Fac		See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.
		7.c. Continue to use and evaluate the use on-line interventions, credit recovery and acceleration resources (i.e. <i>Read 180</i> , <i>iPass</i> , <i>Accelerate Education</i>) Note: <i>Accelerate</i> has a wide variety of options, including Spanish courses, psychology and child development, thus meeting the requirements for increasing course access.	LEA wide		<i>Accelerate</i> Increase pass rate by 250% and usage by 100%. Baseline usage from 4 passed/14 enrolled courses to 14/28. \$11,633 Title IA Object 5801 <i>Read 180</i> \$1403 Title ID Object 4310 <i>Conover Online</i> credits \$ 1751 Title 1A Object 4310	<i>Accelerate</i> Increase pass rate by 250% and usage by 100%. Baseline usage from 4 passed/14 enrolled courses to 14/28. \$11,633 Title IA Object 5801 <i>Read 180</i> \$1403 Title ID Object 4310 <i>Conover Online</i> credits \$ 1751 Title 1A Object 4310	<i>Accelerate</i> Increase pass rate by 250% and usage by 100%. Baseline usage from 4 passed/14 enrolled courses to 14/28. \$11,633 Title IA Object 5801 <i>Read 180</i> \$1403 Title ID Object 4310 <i>Conover Online</i> credits \$ 1751 Title 1A Object 4310
1	1, 2, 4, 7	8. Increased use of extended learning opportunities					
		8.a. Extended learning time to provide opportunities for students to receive academic support, including Supplemental Educational Services and School Choice (15% set aside for SES) and behavioral support.	Oasis		Set asides: \$58,134 (SES) + 19,378 (choice) Title IA Object: 5801 .10 FTE Coordination: \$13,939 Title IA Object: 1000-3999	Set asides: \$58,134 (SES) + 19,378 (choice) Title IA Object: 5801 .10 FTE Coordination: \$13,939 Title IA Object: 1000-3999	Set asides: \$58,134 (SES) + 19,378 (choice) Title IA Object: 5801 .10 FTE Coordination: \$13,939 Title IA Object: 1000-3999
		8.b. Extended learning time for summer program aligned to standards and pathways.	LEA wide		See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.
		8.c. Extended learning time to provide opportunities for students to receive academic support, electives and enrichment activities, including visual and performing arts.	Oasis		\$69,686 ASP Grant Objects: 1000 - 5999	\$69,686 ASP Grant Objects: 1000 – 5999	\$69,686 ASP Grant Objects: 1000 - 5999
1	1, 2, 4, 7	9. Increased use of technology					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		9.a. Alignment of career coaching services with content standards by providing content expert in the areas of Career Technical Education and Instructional Technology to provide assistance and support in program development (including on-line learning) and implementation	LEA wide		See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.
		9.b. Explore the availability of Advanced Placement through on-line learning	LEA wide		Technology Coach See Supplemental and Concentration, Section 3.B.	Technology Coach See Supplemental and Concentration, Section 3.B.	Technology Coach See Supplemental and Concentration, Section 3.B.
		9.c. Increase use of <i>Accelerate Education</i>	LEA wide		See A.7.c.	See A.7.c.	See A.7.c.
2	6	10. Increased counseling services.					
		10.a. Ensure adequate social and emotional support is provided to students, including the availability of a counseling services	Oasis Oasis South		See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.
		10.b. Delivering training aimed at improving staff consistency in dealing with student behaviors and reinforcing purposeful relationships.	LEA wide		School Psychologist (.4 FTE) \$27,403 Title IA \$6,811 Title ID Object: 1260 -3999	School Psychologist (.4 FTE) \$27,403 Title IA \$6,811 Title ID Object: 1260 -3999	School Psychologist (.4 FTE) \$27,403 Title IA \$6,811 Title ID Object: 1260 -3999
		10.c. Provide health support services to students.	Oasis Oasis South		See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.
		10.d. On site nursing services	Oasis		\$7,965 LCFF BASE Object: 5710	\$7,965 LCFF BASE Object: 5710	\$7,965 LCFF BASE Object: 5710
		10.e. On call nursing services	LEA wide		\$1,464 LCFF BASE Object 1270-3999	\$1,464 LCFF BASE Object 1270-3999	\$1,464 LCFF BASE Object 1270-3999
2	6	11. Improved relationship with group homes.					
		11.a. Provide transition support to students	LEA wide		See 10.b.	See 10.b.	See 10.b.
		11.b. Conduct bi-monthly meetings with group home staff to review individual progress	Oasis Oasis South		POINT OF CONTACT: Admin Oasis Costs included in 26.a.	POINT OF CONTACT: Admin Oasis Costs included in 26.a.	POINT OF CONTACT: Admin Oasis Costs included in 26.a.

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		11.c. Conduct monthly or bi-monthly Alternative Education Forum meetings with all stakeholders	LEA wide		POINT OF CONTACT: Admin Oasis Costs included in 26.a.	POINT OF CONTACT: Admin Oasis Costs included in 26.a.	POINT OF CONTACT: Admin Oasis Costs included in 26.a.
2	6	12. Improved relationships with and between students					
		12.a. Provide a Probation Officer to allow for training for Judicial and Probation staff on student educational programs and to assist staff and students with student focus and program completion.	Oasis		See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.
		12.b. Ensure adequate social and emotional support is provided to students, including the availability of a School Resource Officer	Oasis		See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.
		12.c. A mentor/coach will provide training/mentoring in instructional strategies, classroom management, and curriculum implementation as needed	LEA wide		See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.	See Supplemental and Concentration, Section 3.B.
		12.d. Hold a series of assemblies and individual meetings with Mr. Brown	Oasis		See Supplemental and concentration, Section 3.B.	See Supplemental and concentration, Section 3.B.	See Supplemental and concentration, Section 3.B.
		12.e. Proact Training for staff	Oasis		\$500 Title ID Object: 5801	\$500 Title ID Object: 5801	\$500 Title ID Object: 5801
		12.f. Capturing Kids Hearts Professional Development	LEA wide		\$20,000 LCFF Base Object 5801	\$6,000 LCFF Base Object 5801	\$6,000 LCFF Base Object 5801
3	3, 4, 5, 8	13. Improve CAHSEE prep course					
		13.a. Review currently used materials and update/revise as needed. Work to be completed during collaboration meetings.	Oasis Oasis South		No additional cost. Included in teacher base work year	No additional cost. Included in teacher base work year	No additional cost. Included in teacher base work year
3	3, 4, 5, 8	14. Offer CAHSEE prep course in summer school.					
		14.a. Additional materials for summer school.	LEA wide		See Supplemental and concentration, Section 3.B.	See Supplemental and concentration, Section 3.B.	See Supplemental and concentration, Section 3.B.
3	3, 4, 5, 8	15. Improved student attendance					
		15.a. Monitor student attendance, credits and evaluate students for AB167 and graduation requirements. Communicate with	LEA wide		See Supplemental and Concentration, Section	See Supplemental and Concentration, Section	See Supplemental and Concentration, Section

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		outside agencies regarding student status.			3.B.	3.B.	3.B.
		15.b. Operate a county wide SARB Board and address attendance issues with SCOE students	LEA wide Countywide		.70 FTE SARB Specialist \$37,128 LCFF BASE Object: 2000 - 3999	.70 FTE SARB Specialist \$37,128 LCFF BASE Object: 2000 – 3999	.70 FTE SARB Specialist \$37,128 LCFF BASE Object: 2000 - 3999
		15.c. Health and nursing services	LEA wide		See 10.c, d. and e. above	See 10.c, d. and e. above	See 10.c, d. and e. above
4	3, 5	16. Schedule and document parent meetings regarding academic performance					
		16.a. Provide Black Board Express for parents	Oasis Oasis South		\$398 Title IA Object: 5801	\$398 Title IA Object: 5801	\$398 Title IA Object: 5801
		16.b. Parent/Career Coach to hold semi-annual meetings with parents to review student progress on college and career goals.	LEA wide		See A. 3.b. above	See A. 3.b. above	See A. 3.b. above
4, 5	1, 2, 3, 5	17. Improved reporting mechanisms (INDIVIDUALIZED LEARNING PLAN, standards based report cards)					
		17.a. Monthly updates and review of INDIVIDUALIZED LEARNING PLAN	LEA wide		Career Coach and Data Technician. See Supplemental and Concentration, Section 3.B.	Career Coach and Data Technician. See Supplemental and Concentration, Section 3.B.	Career Coach and Data Technician. See Supplemental and Concentration, Section 3.B.
		17.b. Bi- annual Administrative review of INDIVIDUALIZED LEARNING PLAN	LEA wide		Administrator. Cost included in 26.a.	Administrator. Cost included in 26.a.	Administrator. Cost included in 26.a.
4, 5	1, 2, 3, 5	18. Improved exposure to community resources, including career opportunities					
		18.a. Engage students and their families in relevant learning through internships, job placement and functional exposure to careers by employing a Parent and Career Coach to work during and after school hours.	LEA wide		See A.3.b. above	See A.3.b. above	See A.3.b. above
		18.b. Utilize <i>College Options</i> or similar career education provider to access students and develop career and college exposure	Oasis Oasis South		POINT OF CONTACT: Psychologist and Career Coach See A.10.b. and A.3.b. above	POINT OF CONTACT: Psychologist and Career Coach See A.10.b. and A.3.b. above	POINT OF CONTACT: Psychologist and Career Coach See A.10.b. and A.3.b. above
1, 3	1, 2, 3, 4, 5, 7, 8	19. Implement Next Generation Science Standards (NGSS)	LEA wide		Remain aware of NGSS roll out.	Review standards at collaborative meetings.	Create model lessons and begin textbook

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					No cost.	Cost included in 1.a.	review. Determine how standards can be incorporated into career pathways courses. Incorporated into collaboration
6	9	20. Implement Countywide Expulsion Plan	Countywide		Review the 2013 plan at a superintendent meeting and monitor compliance throughout the year. To be completed by Student Program Director as part of assigned duties. Cost in 26.a.	Review the 2013 plan at a superintendent meeting and monitor compliance throughout the year. Revise as needed and gain approval of all LEAs. To be completed by Student Program Director as part of assigned duties. Cost in 26.a.	Review the 2015 plan at a superintendent meeting and monitor compliance throughout the year. To be completed by Student Program Director as part of assigned duties. Cost in 26.a.
6	9	21. Revise the 2013 Countywide Expulsion Plan for 2015					
		21.a. Meet with SARB Board, Probation and related personnel to identify gaps in services in the current plan.	Countywide		To be completed by Student Program Director as part of assigned duties. Cost in 26.a.	To be completed by Student Program Director as part of assigned duties. Cost in 26.a.	To be completed by Student Program Director as part of assigned duties. Cost in 26.a.
		21.b. Revise the plan and obtain approval of all local Boards of Education.	Countywide		Academic options for expelled youth will be improved by identifying gaps in services in the existing countywide plan. Compile data regarding the existing plan. To be completed by	To be completed by Student Program Director as part of assigned duties. Cost in 26.a.	To be completed by Student Program Director as part of assigned duties. Cost in 26.a.

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Student Program Director as part of assigned duties. Cost in 26.a.		
7	10	22. Collaboration to create mentoring program					
		22.a. Implement community-based mentoring program for 25 K-9th grade countywide foster youth through Community Partner – Youth Violence Prevention Council	Countywide		\$20,000 Foster Youth Grant Object 5101/5801	\$20,000 Foster Youth Grant Object 5101/5801	\$20,000 Foster Youth Grant Object 5101/5801
		22.b. Implement a community-based Professional/Transitional mentoring program for 15 foster youth in grades 10-12 through Community Partner – Youth Violence Prevention Council	Countywide		\$20,000 Foster Youth Grant Object 5101/5801	\$20,000 Foster Youth Grant Object 5101/5801	\$20,000 Foster Youth Grant Object 5101/5801
		22.c. Provide foster youth leadership opportunities through Community Partner – Youth Violence Prevention Council	Countywide		\$20,000 Foster Youth Grant Object 5101/5801	\$20,000 Foster Youth Grant Object 5101/5801	\$20,000 Foster Youth Grant Object 5101/5801
7	10	23. Collaborate to create tutoring programs.					
		23.a. Provide tutoring program for foster youth based on low academic performance	Countywide		\$5,000 Foster Youth Grant Object: 5801	\$5,000 Foster Youth Grant Object: 5801	\$5,000 Foster Youth Grant Object: 5801
7	10	24. Collaborate with Shasta County Health and Human Services and Foster Youth Agencies.					
		24.a. Administrative program oversight – attend IEP's, expulsions, SARB's, interagency home placement meetings, consult on school placement meetings- write, plan and deliver professional development for countywide LEA's, Social Workers, Group Homes and foster parents	Countywide		.60 FTE Coordinator \$67,924 Foster Youth Grant Object: 1000-3999	.60 FTE Coordinator \$67,924 Foster Youth Grant Object: 1000-3999	.60 FTE Coordinator \$67,924 Foster Youth Grant Object: 1000-3999
7	10	25. Improve transfer of foster youth outcomes and placements					
		25.a. Schedule, attend and document meetings for every high school foster youth to assess academic progress towards graduation	Countywide		.20 FTE Admin Asst. \$11,677 Foster Youth Grant Object: 2000 - 3999	.20 FTE Admin Asst. \$11,677 Foster Youth Grant Object: 2000 - 3999	.20 FTE Admin Asst. \$11,677 Foster Youth Grant Object: 2000 - 3999
		25.b. Attend foster youth IEP's and SST meetings to review academic and behavioral successes and challenges	Countywide		.35 FTE Admin Asst. \$20,436 Foster Youth Grant	.35 FTE Admin Asst. \$20,436 Foster Youth Grant	.35 FTE Admin Asst. \$20,436 Foster Youth Grant

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Object: 2000 - 3999	Object: 2000 – 3999	Object: 2000 - 3999
		25.c. Attend High Risk Team meetings and Critical Family Team Meetings	Countywide		.25 FTE Admin Asst. 14,597 Foster Youth Grant Object: 2000 - 3999	.25 FTE Admin Asst. 14,597 Foster Youth Grant Object: 2000 – 3999	.25 FTE Admin Asst. 14,597 Foster Youth Grant Object: 2000 – 3999
		25.d. Update foster youth educational database	Countywide		.20 FTE Admin Asst. \$11,677 Foster Youth Grant Object 2000 - 3999	.20 FTE Admin Asst. \$11,677 Foster Youth Grant Object 2000 – 3999	.20 FTE Admin Asst. \$11,677 Foster Youth Grant Object 2000 - 3999
		25. e. Attend intake staffing meetings, assist with educational data entry	Countywide		.70 FTE Admin Asst. \$44,095 Foster Youth Grant Object: 2000 - 3999	.70 FTE Admin Asst. \$44,095 Foster Youth Grant Object: 2000 – 3999	.70 FTE Admin Asst. \$44,095 Foster Youth Grant Object: 2000 - 3999
		25. f. Provide 150 backpacks and school supplies	Countywide		\$2,500 Foster Youth Grant Object: 4510	\$2,500 Foster Youth Grant Object: 4510	\$2,500 Foster Youth Grant Object: 4510
		See also 24.a.					
1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7	26. Provide basic core services and instructional program, including administrative oversight, operating expenses, and indirect costs.					
		26.a. Administrator costs	LEA wide		Administrative Costs (.05 FTE) \$6,701 Title IA (.45 FTE) \$49,536 LCFF BASE (.30 FTE) \$40,035 LCFF BASE (.05 FTE) \$6741 Title ID (.35 FTE) \$50,429 Object: 1000-3999	Administrative Costs (.05 FTE) \$6,701 Title IA (.45 FTE) \$49,536 LCFF BASE (.30 FTE) \$40,035 LCFF BASE (.05 FTE) \$6741 Title ID (.35 FTE) \$50,429 Object: 1000-3999	Administrative Costs (.05 FTE) \$6,701 Title IA (.45 FTE) \$49,536 LCFF BASE (.30 FTE) \$40,035 LCFF BASE (.05 FTE) \$6741 Title ID (.35 FTE) \$50,429 Object: 1000-3999
		26b. Clerical support	LEA wide		Clerical costs .83 FTE \$43,836 LCFF BASE Object: 2000-3999	Clerical costs .83 FTE \$43,836 LCFF BASE Object: 2000-3999	Clerical costs .83 FTE \$43,836 LCFF BASE Object: 2000-3999
		26.c. Certificated Staff (teachers)	LEA wide		Certificated costs 5.4 FTE	Certificated costs 5.4 FTE	Certificated costs 5.4 FTE

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$455,343 LCFF BASE Object: 1000-3999	\$455,343 LCFF BASE Object: 1000-3999	\$455,343 LCFF BASE Object: 1000-3999
		26.d. Indirect cost recovery	LEA wide		Indirect costs \$111,659 LCFF BASE Object: 7310	Indirect costs \$110,816 LCFF BASE Object: 7310	Indirect costs \$99,666 LCFF BASE Object: 7310
		26.e. General operating expenses	LEA wide		\$3,545 LCFF BASE Object: 5801	\$3,545 LCFF BASE Object: 5801	\$3,545 LCFF BASE Object: 5801
		26.f. Custodial and Utilities Costs	LEA wide		\$176,311 LCFF BASE Object: 5719	\$176,311 LCFF BASE Object: 5719	\$176,311 LCFF BASE Object: 5719
		26.g. Rentals/contracts/Repairs	LEA wide		\$17,387 LCFF BASE Object: 5600	\$10,042 LCFF BASE Object: 5600	\$10,042 LCFF BASE Object: 5600
		26.h. Books and supplies	LEA wide		\$20,967 LCFF BASE Object: 4000	\$24,537 LCFF BASE Object: 4000	\$24,537 LCFF BASE Object: 4000

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		1. For low income, English learners, foster youth, and redesignated fluent English proficient pupils:					
1, 3	1, 2, 3, 4, 5, 7, 8	a. Career coach. Engage students and their families in relevant learning through internships, job placement and functional exposure to careers by employing a Parent and Career Coach to work during and after school hours. (Items 2.3.b. and 2.18.a.)	Oasis Oasis South		Parent and Career Coach \$49,136 LCFF BASE \$25,636 LCFF S & C \$10,324 ASP Object 1000-3999	Parent and Career Coach \$36,000 LCFF BASE \$54,000 LCFF S & C Object 1000-3999	Parent and Career Coach \$90,000 LCFF S & C Object 1000-3999
2	6	b. Ensure adequate social and emotional support is provided to students, including the availability of a counseling services. (Item 2.10.a.)	Oasis Oasis South		Mr. Brown \$3,000 LCFF S&C Counselor LCSW \$6,000 LCFF S & C \$12,000 LCFF Base Object: 5801	Mr. Brown \$3,000 LCFF S&C Counselor LCSW \$12,000 LCFF S & C \$6,000 LCFF Base Object: 5801	Mr. Brown \$3,000 LCFF S&C Counselor LCSW \$18,000 LCFF S & C Object: 5801
1, 3	1, 2, 3, 4, 5, 7, 8	c. Provide health support services to students. (Item 2.10.c)	Oasis Oasis South		Health Clerk .75FTE \$31,795 LCFF BASE \$10,041 LCFF S & C Object: 2900-3999	Health Clerk .75 FTE \$19,692 LCFF BASE \$18,177 LCFF S & C Object: 2900-3999	Health Clerk .75 FTE \$7,574 LCFF BASE \$30, 295 LCFF S & C Object: 2900-3999
1	1, 2, 4, 7	d. Extended learning time for summer program aligned to standards and pathways. (Item 2.8.b)	LEA wide		3 teachers \$29,071 LCFF BASE \$1,287 LCFF S & C Object 1117-3999 Inst Assts \$4,576 LCFF BASE \$ 150 LCFF S & C Object: 2100 – 3999	3 teachers \$28,047 LCFF BASE \$5,261 LCFF S & C Object 1117-3999 Inst Assts \$4,023 LCFF BASE \$ 592 LCFF S & C Object: 2100 – 3999	3 teachers \$24,540 LCFF BASE \$8,768 LCFF S & C Object 1117-3999 Inst Assts \$3,629 LCFF BASE \$ 986 LCFF S & C Object: 2100 – 3999
1	1, 2, 4, 7	e. Increased use of technology. Alignment of	LEA wide		Inst Tech Coach	Inst Tech Coach	Inst Tech Coach

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		instruction with content standards by providing Instructional Services content expert in the areas of Career Technical Education and Instructional Technology to provide assistance and support in program development (including on-line learning) and implementation. (Item 2.9.b.)			\$65,440 Title IA \$3,506 LCFF BASE \$10,517 LCFF S & C \$25,709 Common Core \$11,686 Math Grant Object: 1910 - 3999	\$65,440 Title IA \$40,506 LCFF BASE \$10,517 LCFF S & C Object: 1910 – 3999	\$65,440 Title IA \$40,506 LCFF BASE \$10,517 LCFF S & C Object: 1910 - 3999
2	6	f. Provide a Probation Officer to allow for training for Judicial and Probation staff on student educational programs and to assist staff and students with student focus and program completion. (Item 2.12.a.)	Oasis		Probation Officer \$64,400 LCFF BASE \$27,600 LCFF S & C Object: 5801	Probation Officer \$36,800 LCFF BASE \$55,200 LCFF S & C Object: 5801	Probation Officer \$92,000 LCFF S & C Object: 5801
2	6	g. Ensure adequate social and emotional support is provided to students, including the availability of a School Resource Officer. (Item 2.12.b.)	Oasis		School Resource Officer \$47,000 Title IA \$23,100 LCFF BASE \$9,900 LCFF S & C Object: 5801	School Resource Officer \$47,000 Title IA \$13,200 LCFF BASE \$19,800 LCFF S & C Object: 5801	School Resource Officer \$47,000 Title IA \$33,000 LCFF S & C Object: 5801
2	6	h. A mentor/coach will provide training/mentoring in instructional strategies, classroom management, and curriculum implementation as needed. (Items 2.9.b. and 2.12.c.)	LEA wide		Asst Prin/Coach (.5 FTE) \$5,503 Title ID \$34,125 LCFF BASE \$15,411 LCFF S & C Object: 1000 - 3999	Asst Prin/Coach (.5 FTE) \$5,503 Title ID \$16,512 LCFF BASE \$33,024 LCFF S & C Object: 1000 - 3999	Asst Prin/Coach (.5 FTE) \$5,503 Title ID \$49,536 LCFF S & C Object: 1000 - 3999
3	3, 4, 5, 8	i. Improved student attendance. Monitor student attendance, credits and evaluate students for AB167 and graduation requirements. Communicate with outside agencies regarding student status. (Item 2.15.c.)	LEA wide		Data Tech (.58 FTE) \$6,630 Title IA \$3,315 Title ID \$26,520 LCFF BASE \$1,989 LCFF S & C Object: 2000 - 3999	Data Tech (.58 FTE) \$6,630 Title IA \$3,315 Title ID \$24,520 LCFF BASE \$3,989 LCFF S & C Object: 2000 - 3999	Data Tech (.58 FTE) \$6,630 Title IA \$3,315 Title ID \$21,520 LCFF BASE \$6,989 LCFF S & C Object: 2000 - 3999
1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7	j. Indirect costs on all activities.	LEA wide		Indirect costs \$36,664 Title IA \$20,605 Title ID \$11,875 LCFF S & C Object: 7310	Indirect costs \$36,664 Title IA \$20,605 Title ID \$11,875 LCFF S & C Object: 7310	Indirect costs \$36,664 Title IA \$20,605 Title ID \$11,875 LCFF S & C Object: 7310
1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7	k. Inst assistants providing intervention. Provide instructional assistance in each classroom to assist with one on one instruction and small	Oasis Oasis South Juv Court School		paraprofessionals for instructional assistance (6.44 FTE)	paraprofessionals for instructional assistance (6.44 FTE)	paraprofessionals for instructional assistance (6.44 FTE)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		group support. (Item 2.7.b.)			\$46,542 Title IA \$56,040 Title ID \$77,510 LCFF BASE \$20,320 LCFF S & C Object 2000-3999	\$46,542 Title IA \$56,040 Title ID \$67,510 LCFF BASE \$30,320 LCFF S & C Object 2000-3999	\$46,542 Title IA \$56,040 Title ID \$57,510 LCFF BASE \$40,320 LCFF S & C Object 2000-3999

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

In 2014/15 the County Office is estimated to receive \$137,224 in supplemental and concentration dollars related to low income, foster youth, and English learners calculated pursuant to 5 CCR 15496(a)(5). These funds will be expended to attain our goals as described in Section 3, Part B. It is our belief that the most effective way to provide opportunities to these pupils is through these initiatives.

- **COUNSELING SERVICES.** All stakeholders identified the need for additional counseling services for our students who have significant social and emotional needs. Supplemental and concentration funds will be used to provide for:
 - Assistant Principal, focused on behavioral and social intervention
 - Contract services for small group sessions with a LCSW or similarly trained provider
- **INTERVENTION SUPPORT.** All stakeholders indicated the need for additional adults in classrooms. The need is for both academic intervention on a more personal, one on one or small group intervention, as well as having additional personnel available for supervision of our high needs probation and court involved students, many of whom are low income or group home students.
 - Instructional assistants to provide intervention and small group support to students.
- **TECHNOLOGY SUPPORT.** In order for students to benefit from greater integration of technology, teachers need to have the technology skills to implement technology within the day-to-day curriculum. Professional development embedded within classroom instruction.
 - Providing an instructional technology coach for teachers to model lessons and to provide professional development to teachers and instructional assistants.
- **PARENT/CAREER COACH**
 - By hiring a parent/career coach we hope to make the academic curriculum more relevant by promoting the development of internships and community activities that take place partially during school hours and partially after school hours. This will require community coordination, as well as strong communication with parents and guardians. Students from low-income families do not have the same familial resources as students from more privileged backgrounds, making this type of support extremely important for our student's success.
- **COORDINATION WITH AND SUPPORT OF COMMUNITY AGENCIES IN INSURING A SAFE ENVIRONMENT.** With the large percentage of students on probation and/or having significant involvement with the judicial system, the availability of on-site resources was cited by all stakeholders as a need.
 - Providing for a full time School Resource Officer
 - Providing for a full time Probation Officer
- **ADDITIONAL SUPPORT**
 - The need to track and assimilate data on student performance and attendance is critical to our ability to monitor progress. We will use a portion of Supplemental and Concentration funding to pay for a data technician.
 - Attending to the on-site health needs of our low income students and foster youths is an ongoing support that we have chosen to supply by providing a health clerk.

- **SUMMER LEARNING:** One of the most detrimental impediments to underprivileged pupils is the compounded learning gap created by summer breaks. To mitigate this phenomenon we will be implementing a summer learning program. It is our hope that by providing an uninterrupted learning platform our underprivileged pupils can develop at the same rate as our more privileged pupils and maintain pace throughout their education progression. We have selected this as our leading priority and we believe it is the best use of funds and effort available to help these students achieve more.

Our percentage of unduplicated pupils is 75.9%. We have chosen to provide services to these pupils through an LEA wide spending plan that we believe is the most effective use for three reasons. First, integrating targeted services into our classroom structure would create an administrative cost burden. These funds would be better spent servicing pupils as a whole and the amount of service the underprivileged pupils would receive would be comparable or increased. Second, the isolation and segregation that targeted programs sometimes bring does a disservice to our underprivileged pupils. A blended environment has proven to be a more effective structure in our district and provides a more effective learning environment. And, finally, there are a large percentage of our students who are low income, foster youth/incarcerated minors and LEA wide services better enable us to meet the needs of all students.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

2014/15 the County Office of Education calculates its minimum proportionality percentage will be 2.06%, based on the statewide gap funding of 28%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, Part B we believe sufficient services will be provided to meet or exceed the mandated minimum percentage. The accumulation of County Office of Education goals for 2014/15 enables us to meet or exceed our minimum proportionality percentage of 2.06%. The District has planned spending of \$143,816 on increased or improved services for low income, foster youth, and English learner pupils. When compared to our LCFF base funding of \$6,675,586 this meets our 2.06% MPP.

- **INSTRUCTIONAL ASSISTANTS and INTERVENTION SUPPORT.** Approximately 9.1% of the cost for paraprofessionals will be paid for from supplemental and concentration funds to provide instructional assistants for both academic intervention and additional supervision to insure the safety and security of all students. This service targets low income, foster youth, and English learner pupils, as they have a greater need for academic intervention.
- **COUNSELING SERVICES.** For 2014-15 the amount of funds allocated for counseling services has been increased by 100%, thereby allowing for both longer duration of counseling and an increased number of low income, foster youth, and English learners students able to benefit for the services.
- **TECHNOLOGY SUPPORT.** A technology coach will be paid 9% from supplemental and concentration funding. In order for students to benefit from greater integration of technology, teachers need to have the technology skills to implement technology within the day-to-day curriculum. Professional development embedded within classroom instruction. All students, including those with less access technology, most particularly low income students, will benefit from these services.
- **PARENT/CAREER COACH.** This service is 100% new, with 30% of the funding coming from supplemental and concentration funds. Students from low-income families do not have the same familial resources as students from more privileged backgrounds, making this type of support extremely important for our student's success.

- **COORDINATION WITH AND SUPPORT OF COMMUNITY AGENCIES IN INSURING A SAFE ENVIRONMENT.** Providing for a full time School Resource Officer and a full time Probation Officer has occurred in the past through grant funding and the utilization of categorical funding, as well as 37% through general funds. The School Resource Officer will now be paid 44.7% from LCFF funding, including 11.6% in supplemental and concentration funds. The Probation Officer had been paid for from general funds and was included in the bill back to districts. For 2014-15, 30% of the salary will be from supplemental and concentration funds. With the large percentage of our low income and foster youth on probation and/or having involvement with the judicial system, the availability of on-site resources was cited by all stakeholders as a need.
- **ADDITIONAL SUPPORT.** Supplemental and concentration funding will be used to fund 13.1% of the aggregated salaries for the data technician and health clerks. These positions will allow us to track and assimilate data on student performance and attendance thereby monitoring progress. We will use a portion of Supplemental and Concentration funding to pay for a data technician. With the ability to attend to on-site health needs of our low income students and the coordination of data between the health clerk and the data technician we can provide ongoing support to students with chronic absenteeism and truancy.
- **SUMMER LEARNING:** A summer learning program provides 19 additional instructional days. This is a 10.5% increase of services to summer school participants. The nature of this program inherently targets low income, foster youth, and English learner pupils, as they are the demographic that predominantly utilize summer school programs.

APPENDIX A

State Priority	Ed Code and Required Metrics	Goal, Section and Page Number	Baseline 2013-14	Annual Growth 2014-15	Comments
1	Basic Services: The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9	Goal 1. Section 2.2 & 2.6 Page 4	HQT 100% Misassignments 0%		
1	Basic Services: Fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119	Goal 1. Section 2.4 Page 5	ELA 100% Math 100%		
1	Basic Services: School facilities are maintained in good repair as specified in subdivision (d) of Section 17002	Goal 2 Section 2.26 Page 7	FIT report results		
2	Implementation of the academic content and performance standards: Adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8	Goal 1 Section 2.1 & 2.7 & 2.8 & 2.9 Page 4	MAP 2012-13 ELA: Oasis 22% 88% Ind Study 45% Math: Oasis 33% 0% Ind Study 48% Minimum days allocated to collaboration: 14		
2	Implementation of the academic content and performance standards: The English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.	Goal 1 Section 2.1 Page 4	MAP 2012-13 ELA: Oasis 22% 88% Ind Study 45% Math: Oasis 33% 0% Ind Study 48% Minimum days allocated to collaboration: 14		

3	<p>Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</p>	<p>Goal 4 Section 2.16 & 2.17 Page 7 & 8</p> <p>Stakeholder engagement efforts for LCAP development</p>	<p>2013-14 Survey Responses Parents 12/180=6.7% Students 45/180=25%</p> <p>Knowledge of career readiness 24/57=42%</p> <p>Knowledge of grad requirements 43/57=75%</p>		
4	<p>Pupil achievement: Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.</p>	<p>Goal 3 Section 2.15 & 2.14 Page 7</p>	<p><u>ELA:</u> 2012-13. Oasis (10) 26% (11/12) 32% (10) na (11/12) 50% Ind Study (10)82% (11/12) 55%</p> <p><u>Math:</u> 2012-13. Oasis (10) 47% (11/12) 28% (10) 0% (11/12) 40% Ind Study (10)73% (11/12) 75%</p>		<p>Student transiency between CBEDS and day of testing yields a very low percentage of valid scores using the former CST system. As a result, we will be using CAHSEE as a metric.</p>
4	<p>Pupil achievement: The Academic Performance Index, as described in Section 52052.</p>	<p>N/A</p>			<p>API is not available in the current year and does not serve as a reliable measure of school effectiveness due to insufficient number of valid scores. Student transiency between CBEDS and day of testing yields a very low percentage of valid scores.</p>
4	<p>Pupil achievement: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.</p>	<p>Goal1 Section 2.3 & 2.5 & 2.8 Page 4 & 5</p> <p>Goal 4 Section 2.18 Page 8</p>	<p>Career Course 0%</p> <p>Individualized Plans w/focus on career 0%</p> <p>College and</p>		

			Career Events 10		
			% of students completing the FAFSA – no baseline at this point.		
			Days of summer school 19		
4	Pupil achievement: The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.	N/A			Student transiency, turnover, and the low number of EL students (2) render this measure unreliable. The amount of time students are enrolled render this measure unreliable for Shasta COPE to be credited with helping students master English. Student status will be monitored and appropriate instruction delivered.
4	Pupil achievement: The English learner reclassification rate.	N/A			Student transiency, turnover, and the low number of EL students (2) render this measure unreliable. The amount of time students are enrolled render this measure unreliable for Shasta COE to be credited with helping students master English. Student status will be monitored and appropriate instruction delivered.
4	Pupil achievement: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	N/A			Advanced Placement Exams are not administered given both the transiency of the student population and the types of school setting (i.e. court school)
4	Pupil achievement: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.	N/A			Early Assessment is administered, but the very low percentage of valid scores makes this an unreliable measure. As a result, we will be using CAHSEE as a metric.
5	Pupil engagement: School attendance rates.	Goal 2 Section 2.11 Page 6	86.4%		
5	Pupil engagement: Chronic absenteeism rates.	Goal 2 Section 2.11 Page 6	64%		
5	Pupil engagement: Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.	N/A			Shasta COE Court and Community Schools do not generate a drop-out rate based on the prescribed 4-year cohort method, as students generally do not remain enrolled for more than 1-2 years.

5	Pupil engagement: High school dropout rates.	N/A			Shasta COE Court and Community Schools do not generate a drop-out rate based on the prescribed 4-year cohort method, as students generally do not remain enrolled for more than 1-2 years.
5	Pupil engagement: High school graduation rates.	Goal 1 Section 2.5 Page 5 Goal 3 Section 2.14 Page 7	N/A		Shasta COE will use alternative measures of outcomes for 12 th graders that incorporates CAHSEE pass Rate and return to district on track to graduate since students do not generally enroll for more than 1-2 years.
6	School climate: Pupil suspension rates.	Goal 2 Section 2.11 Page 6	Suspensions 2012-13 In school 2411 Out of school 363		
6	School climate: Pupil expulsion rates.	N/A			Shasta COE does not expel students.
6	School climate: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Goal 2 Section 2.10 & 2.11 & 2.12 Page 6	Counseling 2013-14 3 sets of ten hour counseling sessions serving 33 students. Health Consults (2013-14) 22 daily/792 annual Discipline referrals in 2012-13: 3671 Arrests at School 13-14 as of 5.10.14 100 Attendance rate for 2012-13: 86.4 Chronic		

			Absenteeism 2013-14 as of May 20: 64%		
7	A broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.				Recovery and student need drives master schedule offerings and student transiency renders offering upper level and lab science courses, as well as foreign language impractical. Shasta COE will use distance learning to deliver these course when practical.
7	A broad course of study including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.	N/A			Recovery and student need drives master schedule offerings and student transiency renders offering upper level and lab science courses, as well as foreign language impractical. Shasta COE will use distance learning to deliver these course when practical.
8	Pupil outcomes , if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	Goal 1 All Sections Pages 4-6 Goal 3 Section 2.13&14 Page 7	MAP scores and CAHSEE pass rate. See above.		
9	Expelled Youth	Goal 6 Sections 2.20 & 2.21 Page 8&9	Development and use of Triennial Plan for Expelled Youth		
10	Foster Youth	Goal 7 Sections 2.22 – 2.24 Page 9	2013-2014 73% of foster youth students with passing grade of C 2013-14 Regional and County level student focused meetings (SST and IEP's) with Districts, and Placement and Staffing meetings with Health and Human Services resulted in 452		

			<p>attended</p> <p>2013-14 18 total foster youth attended an Alternative Educational or continuation school setting in and out of Shasta County</p> <p>Foster Youth Advisory identified need to lessen the number of FY referred to Student Attendance Review Board annually. 2013-2014 = 24</p>		
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