

**Introduction:**

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.

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 and English language development 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: Parental involvement: efforts to seek parent input in decision making at the district and each school site, 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)

**LEA:** Shasta County Office of Education

**Contact:** Jodie VanOrnum, Executive Director Student Programs, jvanornum@shastacoe.org, (530)225-0360

**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative*

response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

### **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 and English language development 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:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, 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

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP

Stakeholders have been involved in every aspect of the development of the 2016-17 Court and Community School LCAP. Stakeholder groups include teachers, program administrator, parents, students, community members via the YVPC, Parent Advisory/SSC, SCOE Board of Education, District Partners, Law Enforcement, Probation, and Bargaining Units. Progress on data has been provided to each of these groups along with an opportunity for each group to share their thoughts, opinions, and feedback about development of the 2016-17 School Year LCAP. The following dates/activities represent stakeholder input:

Board of Education Updates/Input: 11/18/15; 2/10/16; 5/11/16;

Alt. Ed. Collaborative Forum; 10/27/15

School Site Council Goals Update/Input: 9/22/15; 11/17/15;

Achievement Night Parent Input Boards: 2/23/16

YVPC Community Member Goal Progress: 3/24/16

Student Stakeholder Surveys/Forums: 3/22/16; March-April Open Surveys (included Special Education students)

Teachers: Monday Collaboration/PD meetings; 4/4/16

Other school personnel: 1/27/16

LCAP meeting; 2/18/16

Student Programs Manager's Meeting; 3/1/16

- Bargaining Units: CTA 4/15/16; CSEA 4/19/16; 4/29/16

SCOE has less than 50 ELL students, therefore DLAC is not required. However, unduplicated students' parents were represented at parent meeting and in surveys.

Stakeholder involvement has had a significant impact on the development of our 2016-17 LCAP. Overall, elements of the ROP, Career/Work model have been effective. Students who have not been successful have barriers such as truancy, drug use and lack of self regulation skills to fully engage in the program. Teachers are improving their capacity to manage online-blended learning and it has been a tool that engages students. Lastly, many of our stakeholders noticed a lot of action/services that were duplications. As such, action steps will be narrowed to focus on Career and College Readiness, teacher effectiveness, and attendance. Input indicates too many repetitive goals and services. the 16-17 LCAP will reflect fewer, more refined goals to emphasize core efforts and emphasis on unduplicated pupils and students with exceptional needs.

- Parents have indicated that services such as career opportunities and behavior counseling will benefit their students.
- Student feedback has confirmed the need for staff who have high expectations and develop relationships with their students.
- Program staff has consistently asked for additional training in relationships, trauma informed instruction and restorative practices.
- Participants at the quarterly Alternative Education Collaborative Forum (Mental Health, Districts, Special Education and Law Enforcement) have reviewed data and believe an emphasis on reduction of chronic truancy is necessary. In addition, they would like to continue the provision of ROP and work experience options for alternative education students.
- Staff have identified some options for assessment of ELA and Math.
- Stakeholder input confirms that integration of career and college opportunities work for some students and should remain available for eligible students.
- CAHSEE Goals will be removed from the LCAP. Progress towards high school graduation will be represented in ILCP work, local benchmark assessment and the SBAC.

Additional impacts of stakeholder engagement included:

- Moving the ROP classroom to the ERC site

	<ul style="list-style-type: none"> <li>• Staffing reconfigurations to provide for improved teacher/student relationship in the ROP 11-12th class</li> <li>• Reduction of a teacher at the Juvenile Court School to meet the lower enrollment; provision of an additional aide to allow for small group instruction;</li> <li>• Elimination of the CAHSEE as a measure of student progress</li> </ul>
<p><b>Annual Update:</b></p> <p>Stakeholders have been involved in every aspect of updating the 2015-16 Court and Community School LCAP. Stakeholder groups include teachers, program administrator, parents, students, community members via the YVPC, Parent Advisory/SSC, SCOE Board of Education, District Partners, Law Enforcement, Probation, Bargaining Units. Progress on data has been provided to each of these groups along with an opportunity for each group to share their thoughts, opinion and feedback about progress towards goals and adjustments for the 2016-17 School Year. The following dates/activities represent stakeholder input:</p> <p>Board of Education Updates/Input: 11/18/15; 2/10/16; 5/11/16;</p> <p>Alt. Ed. Collaborative Forum; 10/27/15</p> <p>School Site Council Goals Update/Input: 9/22/15; 11/17/15;</p> <p>Achievement Night Parent Input Boards: 2/23/16</p> <p>YVPC Community Member Goal Progress: 3/24/16</p> <p>Student Stakeholder Surveys/Forums: 3/22/16; March-April Open Surveys</p> <p>Teachers: Monday Collaboration/PD meetings; 4/4/16</p> <p>Other school personnel: 1/27/16</p> <p>LCAP meeting; 2/18/16</p> <p>Student Programs Manager's Meeting; 3/1/16</p> <ul style="list-style-type: none"> <li>• Bargaining Units: CTA 4/15/16; CSEA 4/19/16; 4/29/16</li> </ul>	<p><b>Annual Update:</b></p> <p>Stakeholder groups include teachers, parents, students, community members via the YVPC, Parent Advisory/SSC, SCOE Board of Education, District Partners, Law Enforcement, Probation, Bargaining Units. Their input has guided actions for the annual update. Progress on data has been provided to each of these groups along with an opportunity for each group to share their thoughts, opinion and feedback about progress towards goals and adjustments for the 2015-16 School Year. The following dates/activities represent stakeholder input:</p> <p>The BOE has supported the restructuring of staff to meet the required ratios based on enrollment. Based on input from SUSHD/GWUSD, they also understand the decision to offer one Community Classroom for AUHSD as those districts will be serving their own.</p> <p>School Site Council members emphasized the need for continued ROP/Work offerings along with counseling.</p> <p>Parents want continued counseling and career options.</p> <p>Community members emphasized importance of ongoing collaboration to support at risk and foster youth.</p> <p>Student input reveals a need to clarify and streamline systems and responsibilities for sharing information about college and careers (teacher responsibility, career-parent coach responsibility). There is a continued need to educate students about FAFSA completion; transcripts; graduation requirements; emphasis for teachers to use Blended Learning and Technology strategies for instruction. There is also a need for continued implementation of credit recovery strategies for improved graduation rates.</p>

Program metrics and data included in the LCAP and used as monitoring tools has been shared with each of the groups in various forums, both formal and informal. Metrics include ACHIEVE 3000 Lexile Growth; Behavioral Data (suspensions/referrals/attendance), and college and career readiness data. The data was reviewed and participants given opportunities to make suggestions for addition or elimination of strategies or services. Input indicates a need to strengthen assessment of students, continue the work in strengthening relationships, and supporting college and career readiness. Parent involvement through the stakeholder involvement process has emphasized the need to offer social-emotional development options for students, along with career/work opportunities. Students have participated in surveys and focus groups and indicate the need for highly engaging instruction from teachers who develop relationships and high expectations. School Site Council has met 4 times during the year to review LCAP progress and identify effectiveness of activities. Interagency partners have shared concerns about student attendance and need to work collaboratively through SARB to decrease the chronic truancy rates. All Staff meetings and weekly collaboration have given staff opportunities for input regarding LCAP goals and updates. Staff have shared the continued need to emphasize engagement through educational options such as blended learning via technology. The SCOE Board has been provided information about the LCAP's implementation on multiple occasions throughout the year. Program administration has met to sustain accountability and implementation of activities and services embedded in the LCAP. The involvement process included all of the meetings listed above. The Board of Education will hold a Public Hearing on May 11, 2016 and will approve the document on June 22, 2016.

SCOE has less than 50 ELL students, therefore DLAC is not required. However, unduplicated students' parents were represented at parent meeting and in surveys.

Teacher input will lead to the restructuring of the Professional Development Schedule and Content.

Bargaining unit input led to the provision of Restorative Justice Training for a Para-educator to act as lead for others in appropriate classroom strategies. Additional leadership training and inclusion in professional development will be offered for para-educators.

Based on input from the stakeholders listed above, several additions and deletions have been made in this year's plan:

Professional Development have encompassed implementation of the Blended Learning Strategies and Management;

Integration of Behavior Management Strategies; Enrollment necessitated reduction in para-educator assignments;

Goals will be eliminated and duplication of activities or services will be eliminated.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the



two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**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 Education Code sections 52061, 52067, and 47606.5.

### Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<b>GOAL:</b>	Goal 1: Ensure that ALL students graduate college and career ready by providing quality programs and support to schools and the community.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 COE only: _ 9 _ 10 Local:   INA 
--------------	--	---

<b>Identified Need:</b>	<p>School Site Council and Teachers identified the need for high academic and social-emotional expectations for alternative education students. Students and parents indicated the benefit of having Career Coach to connect them to Experiential Work programs and ROP. Student surveys indicated low percentages of students prepared for graduation and completion of FAFSA.</p> <p>Board Members, teachers, parents and community members indicate the need to maintain facilities, qualified teachers and standards aligned curriculum in all programs. Also indicated was the need to emphasize educational options that include career readiness and work experience.</p> <p>All stakeholders identify the need to implement state standards, with fidelity, in all programs with all students and sub-groups.</p> <p>Teachers, parents and students identified the need for all students, including EL's and those on IEP's, enrolled in or receiving services from County Office of Education programs to have course access: Core, VAPA, Health, PE, CTE Foreign language and Drivers Ed, as appropriate for grade level and student need.</p> <p>Needs were identified through student focus groups; parent forums and surveys; teacher conversations and collaboration meetings; the Single Plan for Student Achievement addresses and references the need for services to prepare students for career and college.</p>						
<b>Goal Applies to:</b>	<table> <tr> <td data-bbox="428 763 554 887"><b>Schools:</b></td><td data-bbox="554 763 1890 887">All Schools</td></tr> <tr> <td data-bbox="428 887 554 936"></td><td data-bbox="554 887 1890 936">Grades: All</td></tr> <tr> <td data-bbox="428 887 823 936"><b>Applicable Pupil Subgroups:</b></td><td data-bbox="823 887 1890 936">All</td></tr> </table>	<b>Schools:</b>	All Schools		Grades: All	<b>Applicable Pupil Subgroups:</b>	All
<b>Schools:</b>	All Schools						
	Grades: All						
<b>Applicable Pupil Subgroups:</b>	All						
<b>LCAP Year 1</b>							

Expected Annual Measurable Outcomes:	Priority 1: Facilities will be maintained with FIT rating of “Good” or better.		
	Priority 1: 100% of teachers will be fully credentialed and appropriately assigned.		
	Priority 1: 100% Curriculum will be aligned with state standards		
	Priority 2: 100% of teachers will implement California Standards in the areas of math, ELA, and NGSS as measured by walkthroughs.		
	Priority 2: 100% of teachers will implement ELL strategies with ELL students to enable English learners to access the CCSS and ELD standards.		
	Priority 4: Student Achievement in SBAC Math and ELA will improve.		
	Priority 4: Student enrollment and completion of advanced placement courses, including A-G options, (courses that satisfy UC or CSU entrance requirements) is not applicable in the community/court school setting.		
	Priority 4: 100% of ELL students will be assessed annually for English Proficiency		
	Priority 4: 70% of EL students will demonstrate increased proficiency on CELDT		
	Priority 4: 20% of ELL students will be reclassified.		
	Priority 4: Increase the number of students who demonstrate college preparedness on the EAP or via the Achieve 3000 assessment by 10%.		
	Priority 7: Maintain student's access to a broad course of study as described under Sections 51210 and 51220 as applicable.		
Priority 7: 100% of students will have ICLPs that ensure broad course access and are monitored by career coordinator, teachers and administration.			
Priority 8: 50% of students will earn credits during summer school; 50% of students will earn certifications from courses such as Food Handler's, CPR, Driver's Ed, etc.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1a. Teachers and paraprofessionals will participate in 30 hours of collaborations and PD that focus on:</p> <ol style="list-style-type: none"> <li>1. California Standards instruction (Math, ELA, NGSS, ELD)</li> <li>2. Curriculum alignment (Math, ELA, NGSS, ELD)</li> <li>3. Student outcome data</li> <li>4. Course Access including pathways curriculum through ROP partnership</li> <li>5. Review results of career interest surveys with students and coordinate completion of Individualized Career Learning Plans and career activities</li> </ol>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See 1b and 1c  \$1835 LCFF S &amp; C 1000's &amp; 3000's  \$1800 LCFF S &amp; C 2000's &amp; 3000's</p>
<p>1b. Provision of a content area expert in the area of English Language Arts 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(ELA, ELD). Content area expert will provide strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6428 in Title 1A  1000's-3000's</p>
<p>1c. Provision of a content area expert in the area of Mathematics and NGSS 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. Content area expert will include multi tiered strategies of support to support our Special Education, Alternative Education, Foster Youth and English Language Learners.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5139 Title 1A  1000-3000's</p>

<p>1d. Provision of Career Coach to provide guidance and coaching on course access, college and career readiness, monitor Individual Career Learning Plans and engage/coach parents and assist teachers in developing systems to monitor ILCP's.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$52,450 LCFF S &amp; C 2000's &amp; 3000's</p>
<p>1e. Provide extended time to students to increase overall academic achievement and career and college readiness:</p> <ol style="list-style-type: none"> <li>1. Extended learning time, including summer school in 2017, to provide opportunities for students to receive academic support, including Alternatives and School Choice (reasonable supports) and behavioral support.including visual and performing arts and foreign language and to complete a-g coursework eligible for CSU or UC entrance requirements.</li> <li>2. Extended learning time for after school at Juvenile Court School aligned to standards and pathways.</li> </ol>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2664 LCFF S &amp; C 1000's &amp; 3000's  \$2990 LCFF S &amp; C 2000's &amp; 3000's</p>
<p>1f. Maintain Facilities with FIT rating of "Good" or better.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$324,445  RRM  Obj 2000-5999</p>

<p>1g. Provide individualized intervention and acceleration services to students on a daily basis, embedded in regular classroom instructional schedule, to increase overall student achievement and address the individual needs of special education, foster youth, adjudicated youth and ELL students.</p> <p>1. Provide aides to increase student support and access to interventions, 1-1 tutoring and academic support</p> <p>Use and evaluate the use of on-line interventions and reporting systems, credit recovery and acceleration resources (i.e, <i>iPass</i>, <i>Aeries.net</i>, <i>ACHIEVE 3000</i>, <i>Odysseyware</i>, <i>Acellus</i>), as well as provide for other qualifying operating expenses. Note: <i>Odysseyware</i> has a wide variety of options, including Spanish courses, psychology and child development, thus meeting the requirements for increasing A-G and course access.</p> <p>Through enrollment in ROP courses of study and Career Choice Curriculum at the 9-10th grade level, students will participate in Career Pathways Instruction and engage in technology based instructional strategies.</p>	<p>LEA Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4056 S &amp; C 2000's &amp; 3000's;</p> <p>\$10560 S &amp; C 5710</p> <p>\$19,214 Title 1A</p> <p>2000-3000's</p> <p>\$4413 S &amp; C 5000's</p>
<p>1h Teachers credentials and assignments will be monitored by administration in their regular duties.</p>	<p>All Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional costs.</p>



Monitor the sufficient access for all pupils to standards-aligned instructional material as reported on SARC.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional costs.
100% of teachers will implement the strategies learned in action 1b and 1c with ELL students to ensure their access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	LEA Wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See 1b and 1c
Ensure access to a broad course of study by monitoring the Master Schedule and enrollment (including individuals with exceptional needs and unduplicated pupils) in courses described under Sections 51210 and 51220(a)-(i) as applicable.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional costs.
<b>LCAP Year 2</b>			

Expected Annual Measurable Outcomes:	Priority 1: Facilities will be maintained with FIT rating of “Good” or better.			
	Priority 1: 100% of teachers will be fully credentialed and appropriately assigned.			
	Priority 1: 100% Curriculum will be aligned with state standards			
	Priority 2: 100% of teachers will implement California Standards in the areas of math, ELA, and NGSS as measured by walkthroughs.			
	Priority 4: Student Achievement in SBAC Math and ELA will improve.			
	PPriority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, (courses that satisfy UC or CSU entrance requirements) by 10% over 15-16 school year			
	Priority 4: 100% of ELL students will be assessed annually for English Proficiency			
	Priority 4: 70% of EL students will demonstrate increased proficiency on CELDT			
	Priority 4: 20% of ELL students will be reclassified.			
	Priority 4: Increase the number of students who demonstrate college preparedness on the EAP or via the Achieve 3000 assessment by 10%.			
Priority 7: Maintain student's access to a broad course of study as described under Sections 51210 and 51220 as applicable.				
Priority 7: 100% of students will have ICLPs that ensure broad course access and are monitored by career coordinator, teachers and administration.				
Priority 8: 75% of students will earn credits during summer school; 75% of students will earn certifications from courses such as Food Handler's, CPR, Driver's Ed, etc.				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1a. Teachers and paraprofessionals will participate in 30 hours of collaborations and PD that focus on:</p> <ol style="list-style-type: none"> <li>1. California Standards instruction (Math, ELA, NGSS, ELD)</li> <li>2. Curriculum alignment (Math, ELA, NGSS, ELD)</li> <li>3. Student outcome data</li> <li>4. Course Access including pathways curriculum through ROP partnership</li> <li>5. Review results of career interest surveys with students and coordinate completion of Individualized Career Learning Plans and career activities</li> </ol>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See 1b and 1c  \$1925 S &amp; C 1000's &amp; 3000's  \$1890 S &amp; C 2000's &amp; 3000's</p>
<p>1b. Provision of a content area expert in the area of English Language Arts 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(ELA, ELD). Content area expert will provide strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6720 in Title 1A  1000-3000's</p>
<p>1c. Provision of a content area expert in the area of Mathematics and NGSS 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. Content area expert will include multi tiered strategies of support to support our Special Education, Alternative Education, Foster Youth and English Language Learners.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5389 Title 1A  1000-3000's</p>

<p>1d. Provision of Career Coach to provide guidance and coaching on course access, college and career readiness, monitor Individual Career Learning Plans and engage/coach parents and assist teachers in developing systems to monitor ILCP's.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$54650 S &amp; C 2000's &amp; 3000's</p>
<p>1e. Provide extended time to students to increase overall academic achievement and career and college readiness:</p> <ol style="list-style-type: none"> <li>1. Extended learning time, including summer school in 2017, to provide opportunities for students to receive academic support, including Alternatives and School Choice (reasonable supports) and behavioral support.including visual and performing arts and foreign language and to complete a-g coursework eligible for CSU or UC entrance requirements.</li> <li>2. Extended learning time for after school at Juvenile Court School aligned to standards and pathways.</li> </ol> <p>Extended learning time to provide opportunities for students to receive academic support, electives and enrichment activities, including visual and performing arts and foreign language.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2794 S &amp; C 1000's &amp; 3000's  \$3140 S &amp; C 2000's &amp; 3000's</p>
<p>1f. Maintain Facilities</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$324,445  RRM Obj 2000-5999</p>

<p>1g. Provide individualized intervention and acceleration services to students on a daily basis, embedded in regular classroom instructional schedule, to increase overall student achievement and address the individual needs of special education, foster youth, adjudicated youth and ELL students.</p> <p>1. Provide aides to increase student support and access to interventions, 1-1 tutoring and academic support</p> <p>Use and evaluate the use of on-line interventions and reporting systems, credit recovery and acceleration resources (i.e, <i>iPass</i>, <i>Aeries.net</i>, <i>ACHIEVE 3000</i>, <i>Odysseyware</i>, <i>Acellus</i>), as well as provide for other qualifying operating expenses. Note: <i>Odysseyware</i> has a wide variety of options, including Spanish courses, psychology and child development, thus meeting the requirements for increasing A-G and course access.</p> <p>Through enrollment in ROP courses of study and Career Choice Curriculum at the 9-10th grade level, students will participate in Career Pathways Instruction and engage in technology based instructional strategies.</p>	<p>LEA Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4256 S &amp; C 2000's &amp; 3000's;</p> <p>\$11060 S &amp; C 5710</p> <p>\$20,114 Title 1A</p> <p>2000-3000's</p> <p>\$4633 S &amp; C 5000's</p>
<p>1h Teachers credentials and assignments will be monitored by administration in their regular duties.</p>	<p>All Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional costs.</p>

Monitor the sufficient access for all pupils to standards-aligned instructional material as reported on SARC.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional costs.
100% of teachers will implement the strategies learned in action 1b and 1c with ELL students to ensure their access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	LEA Wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See 1b and 1c
Ensure access to a broad course of study by monitoring the Master Schedule and enrollment (including individuals with exceptional needs and unduplicated pupils) in courses described under Sections 51210 and 51220(a)-(i) as applicable.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional costs.
<b>LCAP Year 3</b>			

<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 1: Facilities will be maintained with FIT rating of “Good” or better.</p> <p>Priority 1: 100% of teachers will be fully credentialed and appropriately assigned.</p> <p>Priority 1: 100% Curriculum will be aligned with state standards</p> <p>Priority 2: 100% of teachers will implement California Standards in the areas of math, ELA, and NGSS as measured by walkthroughs.</p> <p>Priority 4: Student Achievement in SBAC Math and ELA will improve.</p> <p>Priority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, (courses that satisfy UC or CSU entrance requirements) by 10% over 15-16 school year</p> <p>Priority 4: 100% of ELL students will be assessed annually for English Proficiency</p> <p>Priority 4: 70% of EL students will demonstrate increased proficiency on CELDT</p> <p>Priority 4: 20% of ELL students will be reclassified.</p> <p>Priority 4: Increase the number of students who demonstrate college preparedness on the EAP or via the Achieve 3000 assessment by 10%.</p> <p>Priority 7: Maintain student's access to a broad course of study as described under Sections 51210 and 51220 as applicable.</p> <p>Priority 7: 100% of students will have ICLPs that ensure broad course access and are monitored by career coordinator, teachers and administration.</p> <p>Priority 8: 75% of students will earn credits during summer school; 75% of students will earn certifications from courses such as Food Handler's, CPR, Driver's Ed, etc.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>1a. Teachers and paraprofessionals will participate in 30 hours of collaborations and PD that focus on:</p> <ol style="list-style-type: none"> <li>1. California Standards instruction (Math, ELA, NGSS, ELD)</li> <li>2. Curriculum alignment (Math, ELA, NGSS, ELD)</li> <li>3. Student outcome data</li> <li>4. Course Access including pathways curriculum through ROP partnership</li> <li>5. Review results of career interest surveys with students and coordinate completion of Individualized Career Learning Plans and career activities</li> </ol>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See 1b and 1c  \$2020 S &amp; C 1000's &amp; 3000's  \$1985 S &amp; C 2000's &amp; 3000's</p>
<p>1b. Provision of a content area expert in the area of English Language Arts 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(ELA, ELD). Content area expert will provide strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7050 in Title 1A  1000-3000's</p>
<p>1c. Provision of a content area expert in the area of Mathematics and NGSS 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. Content area expert will include multi tiered strategies of support to support our Special Education, Alternative Education, Foster Youth and English Language Learners.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5640 Title 1A  1000-3000's</p>



<p>1d. Provision of Career Coach to provide guidance and coaching on course access, college and career readiness, monitor Individual Career Learning Plans and engage/coach parents and assist teachers in developing systems to monitor ILCP's.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$57382 S &amp; C 2000's &amp; 3000's</p>
<p>1e. Provide extended time to students to increase overall academic achievement and career and college readiness:</p> <ol style="list-style-type: none"> <li>1. Extended learning time, including summer school in 2017, to provide opportunities for students to receive academic support, including Alternatives and School Choice (reasonable supports) and behavioral support.including visual and performing arts and foreign language and to complete a-g coursework eligible for CSU or UC entrance requirements.</li> <li>2. Extended learning time for after school at Juvenile Court School aligned to standards and pathways.</li> </ol> <p>Extended learning time to provide opportunities for students to receive academic support, electives and enrichment activities, including visual and performing arts and foreign language.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2933 S &amp; C 1000's &amp; 3000's  \$3297 S &amp; C 2000's &amp; 3000's</p>
<p>1f. Maintain Facilities</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$324,445  RRM Obj 2000-5999</p>

<p>1g. Provide individualized intervention and acceleration services to students on a daily basis, embedded in regular classroom instructional schedule, to increase overall student achievement and address the individual needs of special education, foster youth, adjudicated youth and ELL students.</p> <p>1. Provide aides to increase student support and access to interventions, 1-1 tutoring and academic support</p> <p>Use and evaluate the use of on-line interventions and reporting systems, credit recovery and acceleration resources (i.e, <i>iPass</i>, <i>Aeries.net</i>, <i>ACHIEVE 3000</i>, <i>Odysseyware</i>, <i>Acellus</i>), as well as provide for other qualifying operating expenses. Note: <i>Odysseyware</i> has a wide variety of options, including Spanish courses, psychology and child development, thus meeting the requirements for increasing A-G and course access.</p> <p>Through enrollment in ROP courses of study and Career Choice Curriculum at the 9-10th grade level, students will participate in Career Pathways Instruction and engage in technology based instructional strategies.</p>	<p>LEA Wide Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4468 S &amp; C 2000's &amp; 3000's;</p> <p>\$11613 S &amp; C 5710</p> <p>\$21,119 Title 1A 2000-3000's</p> <p>\$4864 S &amp; C 5000's</p>
<p>Teachers credentials and assignments will be monitored by administration in their regular duties.</p>	<p>All Schools Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional costs.</p>

Monitor the sufficient access for all pupils to standards-aligned instructional material as reported on SARC.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional costs.
100% of teachers will implement the strategies learned in action 1b and 1c with ELL students to ensure their access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	LEA Wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See 1b and 1c
Ensure access to a broad course of study by monitoring the Master Schedule and enrollment (including individuals with exceptional needs and unduplicated pupils) in courses described under Sections 51210 and 51220(a)-(i) as applicable.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional costs.

<b>GOAL:</b>	Goal 2: Ensure that ALL students are actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 COE only: _9 _10 Local: INA
<b>Identified Need:</b>	<p>In order for students to be actively engaged, they must be at school. Attendance rates have been unacceptable at under 70% and while chronic absenteeism has decreased to 54% from 73%, this is an alarming number. Students need to be in school to learn and these numbers need to decrease. Parents must be aware of and involved in decision making and participating in their students program to the best of their abilities. Parents reported via phone calls that their students were more interested in school when enrolled in career and ROP classes and learning applicable skills. 60% of students reported that they had not been involved in any career activities.</p> <p>Suspension rates per student have declined because teachers are using relationship development strategies from Capturing Kids Hearts, Trauma Informed Care, etc. Teacher implementation of these strategies needs to continue through the next school year. Nearly 50% of students reported that they were not aware of their progress towards graduation which indicates a need for a more systematic approach of communicating with students and their parents about opportunities available in the Pathways Program. 0% of parents responded to a survey that was mailed 2 times, indicating a need to document other types of parent engagement and involvement in their students' education.</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	All schools	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			

<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 3: Parent Engagement data 100% of parents will report knowledge of student progress towards career and college readiness</p> <p>Priority 3: Maintain parent involvement in school governance (School Site Council).</p> <p>Priority 5: Attendance Rates - Increase average attendance to 90%, a 26% increase over 64% reported in 15-16.</p> <p>Priority 5: Chronic Absenteeism rates - Decrease chronic absenteeism by 20%, to 35%, over the 55% reported in 15-16.</p> <p>Priority 5: MS dropout rate - Does not apply, middle-school not enrolled.</p> <p>Priority 5: HS dropout rate - Reduce the High School Dropout rate by 20% Baseline: 2014 10% Dropout rate</p> <p>Priority 5: HS graduation rate - Graduate 100% of eligible seniors. Baseline: 2014 87% Graduation Rate</p> <p>Priority 6: Suspension/Expulsion Rates - Maintain less than 10% suspensions per year. Baseline: 2014 9.6% Expulsion rates are not applicable to our programs.</p> <p>Priority 6: Increase number of students and parents who complete the annual survey of school safety and connectedness by 10%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Engage students and their families in relevant learning through participation in ROP classes, Experiential Work Program and functional exposure to careers by employing a Parent and Career Coach to work during and after school hours.	LEA Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See 1d; 1g

<p>2b. Ensure adequate social and emotional support is provided to students, including special education, ELL, foster youth, and adjudicated youth.</p> <ol style="list-style-type: none"> <li>1. Provide Counseling services</li> <li>2. Provide professional development in positive behavioral interventions</li> <li>3. Provide health services via nurse consultations</li> <li>4. Provide transition services to students via Career Coordinator</li> <li>5. Collaborate with interagency staff to develop consistent programming between home to school (group home, probation officers, Ed. Right Holders)</li> </ol>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9000 Title 1A  1000-3999's  \$9600 Nurse  Title 1a Obj 5710  \$6000 YVPC Title 1A  Obj 5801  See 1d;  Included in Director Salary</p>
<p>2c. Increase Attendance Rates with the following actions/services:</p> <ol style="list-style-type: none"> <li>1. Engaging learning experiences monitored by administrator</li> <li>2. Engaging SARB Specialist in monitoring attendance</li> </ol>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$16791 S &amp; C 1000's &amp; 3000's  \$6758 S &amp; C 2000's &amp; 3000's</p>
<p>2d Department will seek parental input about decisions through School Site Council, Parent Surveys, input at board meetings, parent conferences, stakeholder meetings.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

2e Ensure that students and parents have the tools and technology available at every event and stakeholder meeting to complete the school safety and connectedness surveys.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional costs.
2f. A Data Technician will be assigned to the program for provision of streamlined enrollment, data entry, assessment, analysis and data monitoring, and ease of direct parent contact.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$6373 S & C 2000's & 3000's  \$3180 Title 1A 2000's & 3000's
LCAP Year 2			

<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 3: Parent Engagement data 100% of parents will report knowledge of student progress towards career and college readiness</p> <p>Priority 3: Maintain parent involvement in school governance (School Site Council).</p> <p>Priority 5: Attendance Rates - Maintain 90% attendance rate</p> <p>Priority 5: Chronic Absenteeism rates - Decrease chronic absenteeism by 10%, from the reported in 16-17.</p> <p>Priority 5: MS dropout rate - Does not apply, middle-school not enrolled.</p> <p>Priority 5: HS dropout rate - Reduce the High School Dropout rate by 20% Baseline: 2016 10% Dropout rate</p> <p>Priority 5: HS graduation rate - Graduate 100% of eligible seniors. Baseline: 2016 87% Graduation Rate</p> <p>Priority 6: Suspension/Expulsion Rates - Maintain less than 10% suspensions per year. Baseline: 2016 9.6% Expulsion rates are not applicable to our programs.</p> <p>Priority 6: Increase number of students and parents who complete the annual survey of school safety and connectedness by 10%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2a. Engage students and their families in relevant learning through participation in ROP classes, Experiential Work Program and functional exposure to careers by employing a Parent and Career Coach to work during and after school hours.</p>	<p>LEA Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>See 1d; 1g</p>



<p>2b. Ensure adequate social and emotional support is provided to students, including special education, ELL, foster youth, and adjudicated youth.</p> <ol style="list-style-type: none"> <li>1. Provide Counseling services</li> <li>2. Provide professional development in positive behavioral interventions</li> <li>3. Provide health services via nurse consultations</li> <li>4. Provide transition services to students via Career Coordinator</li> <li>5. Collaborate with interagency staff to develop consistent programming between home to school (group home, probation officers, Ed. Right Holders)</li> </ol>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9450 Title 1A  1000-3999'S  \$10080 Nurse  Title 1A Obj 5710  \$6300 YVPC Title 1A  Obj 5801  See 1d;  Part of Director Salary</p>
<p>2c. Increase Attendance Rates with the following actions/services:</p> <ol style="list-style-type: none"> <li>1. Engaging learning experiences monitored by administrator</li> <li>2. Engaging SARB Specialist in monitoring attendance</li> </ol>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$17630 S &amp; C 1000's &amp; 3000's  \$7096 S &amp; C 2000's &amp; 3000's</p>
<p>2d Department will seek parental input about decisions through School Site Council, Parent Surveys, input at board meetings, parent conferences, stakeholder meetings.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

2e Ensure that students and parents have the tools and technology available at every event and stakeholder meeting to complete the school safety and connectedness surveys.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	No additional costs.
2f. A Data Technician will be assigned to the program for provision of streamlined enrollment, data entry, assessment, analysis and data monitoring, and ease of direct parent contact.	LEA Wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$6691 S & C 2000's & 3000's  \$3339 Title 1A 2000's & 3000's
LCAP Year 3			

<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 3: Parent Engagement data 100% of parents will report knowledge of student progress towards career and college readiness</p> <p>Priority 3: Maintain parent involvement in school governance (School Site Council).</p> <p>Priority 5: Attendance Rates - Maintain 90% attendance rate</p> <p>Priority 5: Chronic Absenteeism rates - Decrease chronic absenteeism by 10%, from the reported in 17-18.</p> <p>Priority 5: MS dropout rate - Does not apply, middle-school not enrolled.</p> <p>Priority 5: HS dropout rate - Reduce the High School Dropout rate by 20% Baseline: 2017 10% Dropout rate</p> <p>Priority 5: HS graduation rate - Graduate 100% of eligible seniors. Baseline: 2017 87% Graduation Rate</p> <p>Priority 6: Suspension/Expulsion Rates - Maintain less than 10% suspensions per year. Baseline: 2017 9.6% Expulsion rates are not applicable to our programs.</p> <p>Priority 6: Increase number of students and parents who complete the annual survey of school safety and connectedness by 10%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Engage students and their families in relevant learning through participation in ROP classes, Experiential Work Program and functional exposure to careers by employing a Parent and Career Coach to work during and after school hours.	LEA Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See 1d; 1h

<p>2b. Ensure adequate social and emotional support is provided to students, including special education, ELL, foster youth, and adjudicated youth.</p> <ol style="list-style-type: none"> <li>1. Provide Counseling services</li> <li>2. Provide professional development in positive behavioral interventions</li> <li>3. Provide health services via nurse consultations</li> <li>4. Provide transition services to students via Career Coordinator</li> <li>5. Collaborate with interagency staff to develop consistent programming between home to school (group home, probation officers, Ed. Right Holders)</li> </ol>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9922 Title 1A  1000-3999's  \$10584 Nurse  Title 1A Obj 5710  \$6615 YVPC Title 1A  Obj 5801  See 1d;  Part of Director Salary</p>
<p>2c. Increase Attendance Rates with the following actions/services:</p> <ol style="list-style-type: none"> <li>1. Engaging learning experiences monitored by administrator</li> <li>2. Engaging SARB Specialist in monitoring attendance</li> </ol>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$18511 S &amp; C 1000's &amp; 3000's  \$7450 S &amp; C 2000's &amp; 3000's</p>
<p>2d Department will seek parental input about decisions through School Site Council, Parent Surveys, input at board meetings, parent conferences, stakeholder meetings.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

2e Ensure that students and parents have the tools and technology available at every event and stakeholder meeting to complete the school safety and connectedness surveys.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional costs.
2f. A Data Technician will be assigned to the program for provision of streamlined enrollment, data entry, assessment, analysis and data monitoring, and ease of direct parent contact.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7025 S & C 2000's & 3000's  \$3506 Title 1A 2000's & 3000's

<b>GOAL:</b>	Goal 3: Countywide, SCOE will coordinate services to ensure that services for expelled youth are provided 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.)		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 _10 Local: INA	
<b>Identified Need:</b>	Required by State Law. Many districts will be developing programs to serve their own expelled youth in lieu of the Career Pathways to Success Community School. Revisions will be made to the plan to reflect new programs/offerings. SCOE will leverage resources, time and facilities to convene districts and interagency partners together for training in expulsion regulations, best practices and connecting them to resources.			
<b>Goal Applies to:</b>	<b>Schools:</b>	Countywide		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 9: County Expulsion data Reduce County-wide Expulsions by 10% via improved restorative practices and alternatives to suspension/expulsion.</p> <p>Priority 9: SARB Data Reduce County-wide SARB referrals by 10% via improved practices for improved attendance and alternatives to suspension/Expulsion.</p> <p>Priority 9: Success to transition data Assure 100% of qualifying students receive support to transition to college and career opportunities after high school.</p>			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

3a.Update, distribute and implement the 2016 expulsion plan developed in collaboration with SCOE, LEAs, SARB Board, Probation, Juvenile Hall, and related personnel.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in Director Salary See 2c
3b. Monitor the effectiveness of the plan in collaboration with LEAs, SARB Board, Probation, Juvenile Hall and related personnel.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Part of Director Salary
<b>LCAP Year 2</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 9: County Expulsion data Reduce County-wide Expulsions by 10% of 16-17 via improved restorative practices and alternatives to suspension/expulsion.</p> <p>Priority 9: SARB Data Reduce County-wide SARB referrals by 10% 16-17 via improved practices for improved attendance and alternatives to suspension/Expulsion.</p> <p>Priority 9: Success to transition data Assure 100% of qualifying students receive support to transition to college and career opportunities after high school.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

3a.Update, distribute and implement the 2016 expulsion plan developed in collaboration with SCOE, LEAs, SARB Board, Probation, Juvenile Hall, and related personnel.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in Director Salary See 2c
3b. Monitor the effectiveness of the plan in collaboration with LEAs, SARB Board, Probation, Juvenile Hall and related personnel.	Countywide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in Director Salary See 2c
<b>LCAP Year 3</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 9: County Expulsion data Reduce County-wide Expulsions by 10% of 17-18 via improved restorative practices and alternatives to suspension/expulsion.</p> <p>Priority 9: SARB Data Reduce County-wide SARB referrals by 10% 17-18via improved practices for improved attendance and alternatives to suspension/Expulsion.</p> <p>Priority 9: Success to transition data Assure 100% of qualifying students receive support to transition to college and career opportunities after high school.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>



3a. Update, distribute and implement the 2016 expulsion plan developed in collaboration with SCOE, LEAs, SARB Board, Probation, Juvenile Hall, and related personnel.	Countywide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Included in Director Salary See 2c
3b. Monitor the effectiveness of the plan in collaboration with LEAs, SARB Board, Probation, Juvenile Hall and related personnel.	Countywide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Included in Director Salary See 2c

<b>GOAL:</b>	Goal 4: SCOE will coordinate services county-wide in accordance with the foster youth grant and ED CODE and review the plan annually for changes.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: _9 X 10 Local:  INA	
<b>Identified Need:</b>	Due to the new state requirements around foster youth, Foster Youth District Liaisons' identified the need for additional trainings for district classified office staff, foster parent agencies, group homes and social workers. This supports an effort to build best practices for enrollment and to support school success for foster youth. Based on student data, GPA's, student feedback, foster parent feedback needs still exist in the area of providing academic support and mentoring/tutoring services for students.			
<b>Goal Applies to:</b>	<b>Schools:</b>	Countywide		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	Foster Youth		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 10: Foster numbers</p> <p>Increase by 20% the number of FY students receiving counseling or mentoring services.</p> <p>Sustain 80% passing rates of C or better for FY students based on report cards</p> <p>Maintain less than 10% of FY students being referred to the SARB process.</p> <p>Assure that 90% of FY students are being served in their comprehensive school of residence.</p> <p>Priority 10: Program goal achievement</p> <p>Implement and monitor the Executive Advisory Council for InterAgency Partnership, through quarterly collaboratives.</p> <p>Priority 10: Foster youth surveys</p> <p>Survey 80% of Foster Youth for academic and social-emotional needs.</p>			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>4a. Monitor local policy/procedures and data infrastructure necessary to support and monitor educational success, including efficient transfer of health and education records and the health and education passport.</p> <ol style="list-style-type: none"> <li>1. Work with CDE, districts and county child welfare and probation agencies to obtain, share and analyze data to accurately identify foster youth and track progress on all required metrics.</li> <li>2. Maintain and monitor MOUs with probation, HHSA and district agencies to increase graduation rates and reduce school transfer rates.</li> </ol>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$69,231 Foster Youth \$ 2000's &amp; 3000's</p>
<p>4b. Ensure foster youth liaisons (Ed Code 48853.5) and district level oversight staff have adequate time, knowledge, and resources to meet the needs of foster youth.</p> <ol style="list-style-type: none"> <li>1. Hire or assign, train and supervise sufficient liaison staff and district level oversight staff to ensure district and school site staff are informed about and implement all laws and district policies affecting foster youth.</li> <li>2. Monitor services provided to foster youth at the district level to ensure: <ul style="list-style-type: none"> <li>• All foster youth have access to necessary education and school counseling services.</li> <li>• To reduce school transfers and ensure foster youth are transported to their school of origin when in their best interest, including funding or otherwise facilitating transportation.</li> <li>• Ensure priority access for foster youth to tutoring and other academic and social/emotional supports, afterschool and summer enrichment programs, and extracurricular activities.</li> </ul> </li> </ol>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$91,000 Foster Youth \$ 1000's &amp; 2000's</p>

<p>4c. 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, Probation, School Districts and Foster Family Agencies. Meetings are held in response to student in crisis and having significant needs.</p> <ol style="list-style-type: none"> <li>1. Schedule, attend and document meetings for every high school foster youth to assess academic progress towards graduation</li> <li>2. Attend foster youth IEP's and SST meetings to review academic and behavioral successes and challenges</li> <li>3. Attend High Risk Team meetings and Critical Family Team Meetings</li> <li>4. Update foster youth educational database</li> </ol> <p>Attend intake staffing meetings, assist with educational data entry</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$59,780 Foster Youth \$ 2000's &amp; 3000's</p>
<p>Maintain and annually update the established MOU between SCOE and the Juvenile Justice Department for information sharing and coordination of educational services.</p>	<p>ALL</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional costs</p>
<p>LCAP Year 2</p>			

<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 10: Foster numbers</p> <p>Increase by 20% of 16-17 the number of FY students receiving counseling or mentoring services.</p> <p>Sustain 80% passing rates of C or better for FY students based on report cards</p> <p>Maintain less than 10% of FY students being referred to the SARB process.</p> <p>Assure that 90% of FY students are being served in their comprehensive school of residence.</p> <p>Priority 10: Program goal achievement</p> <p>Implement and monitor the Executive Advisory Council for InterAgency Partnership, through quarterly collaboratives.</p> <p>Priority 10: Foster youth surveys</p> <p>Survey 80% of Foster Youth for academic and social-emotional needs.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4a. Monitor local policy/procedures and data infrastructure necessary to support and monitor educational success, including efficient transfer of health and education records and the health and education passport.</p> <ol style="list-style-type: none"> <li>1. Work with CDE, districts and county child welfare and probation agencies to obtain, share and analyze data to accurately identify foster youth and track progress on all required metrics.</li> <li>2. Maintain and monitor MOUs with probation, HHSA and district agencies to increase graduation rates and reduce school transfer rates.</li> </ol>	<p>Countywide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$72,694 Foster Youth \$ 2000's &amp; 3000's</p>

<p>4b. Ensure foster youth liaisons (Ed Code 48853.5) and district level oversight staff have adequate time, knowledge, and resources to meet the needs of foster youth.</p> <ol style="list-style-type: none"> <li>1. Hire or assign, train and supervise sufficient liaison staff and district level oversight staff to ensure district and school site staff are informed about and implement all laws and district policies affecting foster youth.</li> <li>2. Monitor services provided to foster youth at the district level to ensure: <ul style="list-style-type: none"> <li>• All foster youth have access to necessary education and school counseling services.</li> <li>• To reduce school transfers and ensure foster youth are transported to their school of origin when in their best interest, including funding or otherwise facilitating transportation.</li> <li>• Ensure priority access for foster youth to tutoring and other academic and social/emotional supports, afterschool and summer enrichment programs, and extracurricular activities.</li> </ul> </li> </ol>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$95,550 Foster Youth \$ 1000's &amp; 2000's</p>
--	-----------------------------------	--	---

<p>4c. 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, Probation, School Districts and Foster Family Agencies. Meetings are held in response to student in crisis and having significant needs.</p> <ol style="list-style-type: none"> <li>1. Schedule, attend and document meetings for every high school foster youth to assess academic progress towards graduation</li> <li>2. Attend foster youth IEP's and SST meetings to review academic and behavioral successes and challenges</li> <li>3. Attend High Risk Team meetings and Critical Family Team Meetings</li> <li>4. Update foster youth educational database</li> </ol> <p>Attend intake staffing meetings, assist with educational data entry</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$62,769 Foster Youth \$ 2000's &amp; 3000's</p>
<p>Maintain and annually update the established MOU between SCOE and the Juvenile Justice Department for information sharing and coordination of educational services.</p>	<p>ALL</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional costs</p>
<p>LCAP Year 3</p>			

<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 10: Foster numbers</p> <p>Increase by 20% of 17-18 the number of FY students receiving counseling or mentoring services.</p> <p>Sustain 80% passing rates of C or better for FY students based on report cards</p> <p>Maintain less than 10% of FY students being referred to the SARB process.</p> <p>Assure that 90% of FY students are being served in their comprehensive school of residence.</p> <p>Priority 10: Program goal achievement</p> <p>Implement and monitor the Executive Advisory Council for InterAgency Partnership, through quarterly collaboratives.</p> <p>Priority 10: Foster youth surveys</p> <p>Survey 80% of Foster Youth for academic and social-emotional needs.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4a. Monitor local policy/procedures and data infrastructure necessary to support and monitor educational success, including efficient transfer of health and education records and the health and education passport.</p> <ol style="list-style-type: none"> <li>1. Work with CDE, districts and county child welfare and probation agencies to obtain, share and analyze data to accurately identify foster youth and track progress on all required metrics.</li> <li>2. Maintain and monitor MOUs with probation, HHSA and district agencies to increase graduation rates and reduce school transfer rates.</li> </ol>	<p>Countywide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$76,329 Foster Youth \$ 2000's &amp; 3000's</p>



<p>4b. Ensure foster youth liaisons (Ed Code 48853.5) and district level oversight staff have adequate time, knowledge, and resources to meet the needs of foster youth.</p> <ol style="list-style-type: none"> <li>1. Hire or assign, train and supervise sufficient liaison staff and district level oversight staff to ensure district and school site staff are informed about and implement all laws and district policies affecting foster youth.</li> <li>2. Monitor services provided to foster youth at the district level to ensure: <ul style="list-style-type: none"> <li>• All foster youth have access to necessary education and school counseling services.</li> <li>• To reduce school transfers and ensure foster youth are transported to their school of origin when in their best interest, including funding or otherwise facilitating transportation.</li> <li>• Ensure priority access for foster youth to tutoring and other academic and social/emotional supports, afterschool and summer enrichment programs, and extracurricular activities.</li> </ul> </li> </ol>	<p>Countywide Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$100,327 Foster Youth \$ 1000's &amp; 2000's</p>
--	-----------------------------------	--	--

<p>4c. 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, Probation, School Districts and Foster Family Agencies. Meetings are held in response to student in crisis and having significant needs.</p> <ol style="list-style-type: none"> <li>1. Schedule, attend and document meetings for every high school foster youth to assess academic progress towards graduation</li> <li>2. Attend foster youth IEP's and SST meetings to review academic and behavioral successes and challenges</li> <li>3. Attend High Risk Team meetings and Critical Family Team Meetings</li> <li>4. Update foster youth educational database</li> </ol> <p>Attend intake staffing meetings, assist with educational data entry</p>	<p>Countywide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$65,907 Foster Youth\$ 2000's &amp; 3000's</p>
<p>Maintain and annually update the established MOU between SCOE and the Juvenile Justice Department for information sharing and coordination of educational services.</p>	<p>ALL</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional costs</p>

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 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 Education Code 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 schoolsites 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?

<b>Original Goal from prior year LCAP:</b>	Goal 1: 80% of alternative education students participating in a pre and post Math and English Language Arts diagnostic summative assessments, will demonstrate growth in their scores.			Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 COE only: _9 _10 Local:
Goal Applies to:	Schools:	All Programs		
		Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Maintain 30 collaboration meetings.  2.& 6. Maintain baseline of 100% HQT & 0% mis-assignments		Actual Annual Measurable Outcomes:	1. 30 Collaboration meetings were held for a total of 473 hours of training.  2. 100% of teachers meet the HQT requirement and 0 mis-assignments.

	<p>3. Increase students enrolled in career orientation course by 50% over 2014-15.</p> <p>4. 100% of teachers will implement California Standards in the areas of math, ELA, and as developed, NGSS as measured by walkthroughs.</p> <p>4.a. Maintain 100% math course materials aligned with CCSS</p> <p>5. 100% of students will have ICLPS that are updated by teachers and monitored by career coordinator and administration.</p> <p>6. *See Above</p> <p>7. Increase student enrollment and completion of advanced placement courses, including A-G Options by 25% over 2014-15.</p> <p>8. Offer 19 days of summer learning opportunities</p> <p>9. 80% of students will meet grade level proficiencies based on diagnostic assessments.</p> <p>Other Measures API is N/A for the 2015-2016 year.</p> <p>100% of EL students will be assessed annually for English Proficiency and Reclassification Rates will be reported.</p> <p>50% of annually assessed EL students will demonstrate increased proficiency on CELDT or other measure.</p> <p>50% of annually identified EL students will be reclassified.</p>	<p>3. Student participation in career orientation courses was sustained at about 33%.</p> <p>4. 100% of teachers are implementing California standards with room for improvement.</p> <p>4a. Math materials are 100% aligned to Common Core.</p> <p>5. 100% of students have ILCP's developed, less than 30% are monitored by consistently updated by teachers.</p> <p>7. Student enrollment and completion of advanced placement courses has not occurred.</p> <p>8. 13 days of summer learning will be offered in June 2016.</p> <p>9. Consistent assessments have not been given and 80% of students have met grade level proficiencies based on SBAC results.</p> <p>ELA - Students in 7-8, and 11 not meeting standards decreased. Students nearly meeting standard increased. work is needed to increase students meeting and exceeding standard.</p> <p>Math - Students in 7-8, and 11 not meeting standards decreased. Students nearly meeting standard increased. work is needed to increase students meeting and exceeding standard.</p> <p>EL students are monitored annually; no students were identified and assessed as EL nor reclassified. 0 students were assessed on the CELDT.</p>
<b>LCAP Year: 2015-16</b>		
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>

		Budgeted Expenditures			Estimated Actual Annual Expenditures
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.		See 1a and 1b	Teachers have participated in established collaboration and professional development with an emphasis on Math and Language. 50% of teachers based on informal and formal observations are implementing CCSS aligned lessons.		See 1a and 1b
<b>Scope of service:</b>	ALL Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.a. Maintain 30 Collaboration hours of professional development for all programs, utilizing collaboration, lesson study, and site visitation to monitor and improve program delivery.		\$2400 LCFF S & C Extra Teacher Hours	30 collaboration days were held for 45 hours of training, collaboration, lesson study. Additional time provided through Staff Development Days held in August, January 4th and April 4th. Paid for from title 1 D due to anticipated reductions in S & C.		1a. \$1,818 Title I D, \$381 Title I A, \$478 S & C 1000-3999
<b>Scope of service:</b>	LEA wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.b. Establish a schedule for teachers and instructional assistants to meet regularly to review instructional materials and strategies they are implementing cooperatively, including data entry and reporting through Aeries.net. Minimum day schedule to include all certificated personnel responsible for student instruction.		2 hours per month x 10months x 7 paras = 140 hrs x \$15/hr = \$2364 S & C.  Extra pay.  Object: 2000-3999  Teacher cost included in base pay for work days.	A minimum day collaboration schedule was developed and followed. Time included Professional Development and training for implementation of best practices and effective strategies. 6 paras were able to meet 1 x per month for an hour for a total of 60 hours. The time was effective in providing para's time to communicate with their teacher and to review materials for instruction. Lower costs due to fewer aides.	1b. \$1,627 S & C  2000-3999's
<b>Scope of service:</b>	LEA wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

2. Students are to be instructed by teachers with excellent pedagogical skills because of improved reading and ELA coaching, including familiarity with NGSS.		See 2a, 2b, 2c	All students were instructed by HQT. STEP evaluation process is leading to increased teacher knowledge in the content areas.  See 2a and 2b		See 2a and 2b
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.a. Provision of a content area expert in the area of English Language Arts 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.		.1 FTE ELA Content specialist  \$10,078 Title IA  Object: 1000-3999	11 sessions were held with Shelly for over 16 hours		\$10,356  Title 1A  5101
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



2.b. Provision of a 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.		.1 FTE Math content specialist  \$10,289 Title IA  Object: 1000-3999	11 sessions were held for approximately 16 hours of training in the area of math.		\$10,149  Title 1A 1000-3999's
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.c. Provision of training and participation in NGSS professional development		Included in Collaboration Days	Teachers have been exposed to NGSS Information.		See 1A
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3. Students will have relevant courses with a pathways curriculum through ROP Partnership Collaborative.		To be incorporated into collaboration time. (see 1.a.)	An MOU with ROP for student attendance was executed and eligible students participated in ROP. 50% of students enrolled in the ROP courses made progress towards completion of a career pathway.		See 9d
Scope of service:	LEA Wide  Grades: All		Scope of service:	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.a. Use of standards-aligned instructional materials and strategies by engaging all certificated instructors in regular Professional Development and Collaboration, incorporating all ideas expressed in this document.		To be incorporated into collaboration time. (see 1.a.)	30 days of Professional Development provided.		Incorporated in 1a

<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		.55 FTE Inst Services Coordinator (Parent - Career Coach)  \$53,020 LCFF S & C  Object 2000-3999	Career Coach has engaged students in work experience and facilitated enrollment in ROP. The strategy has been effective in that student participation in ROP and work experience increased.		Title 1 - 13,276  S&C - 31,392 Foster Youth Services \$11,065  2000-3999's
<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

4. Students will use math course materials that are aligned with CCSS.		Books purchased 2014-15. PD to be incorporated into collaboration (1.a.)	Students have been instructed in standards aligned curriculum: CPM integrated 1; Carnegie; I Learn. Analysis of additional materials completed and a plan developed for ordering.		Purchased in previous years.
<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5. Students will use improved Individualized Career Learning Plans, with a focus on college and career.		Career Coach Costs See 3.b	ILCP's were integrated in to GOOGLE Forms.		See 3b
<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.a. Conduct career interest surveys with students and coordinate completion of Individualized Career Learning Plans and career activities		Career Coach Costs See 3.b	All students completed career interest surveys for entry in to their ILCPs.		See 3b
<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6. Students will have engaging teachers who have the needed content and pedagogical knowledge, including delivery of instructional strategies.		See 6a	Training has been provided; Conferences in engagement and strategies have been offered. All teachers have administered the My Student Survey for feedback in strategy. Consistent Implementation of engaging strategies is not evident in the 66% of classrooms.		See 6a
<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

6.a. In addition to scheduled PD (#2 above), provide opportunity for alternative education staff to attend the JSSAC, CISC and other conferences that highlight best practices in comprehensive and alternative education.		Conference fees  \$10000 Title IA  Object: 5200	Teachers have attended multiple conferences: Google Summit; Bruce Perry - Trauma Informed Care; Restorative Justice; CUE; Title I Conference; JCCSAC; and ASCD; Due to established needs more teachers than originally projected attended.		\$14250, Title 1 A  \$4250 Title 1D  Obj 5200
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6.b. Development and use of a teacher evaluation instrument that emphasizes student achievement and professional learning, including TEACHSCAPE access, 2 days Professional Training, ongoing Peer Observation, Calibration and support.		Peer evaluation pilot  Training for teachers sub cost \$120/day  \$6,000 Eval grant  Object 1000-3000	The STEP Evaluation handbook is developed and all teachers have been trained in program elements. Teachers have access to online teacher support resources.		\$3925 Title IA  1000-3999
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
6.c Local measures for math and language that have embedded-direct application and strategies for instruction will be identified and teachers will be trained in administration and disaggregation;		See 7c	Review and discussion of measures has been conducted. A consistent plan has not been identified or implemented.	See 7c
<b>Scope of service:</b>	LEA Wide  Grades: All		Scope of service:  LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
7. Students will have the benefit of intervention programs		See 7.a.	Interventions and small groups have been effective in increaseing student engagement and for working more closely with students in their identified deficit areas. Students were placed in appropriate lexile levels in Achieve 3000. Additional support of para-educators for lower student-teacher ratios; as well as additional teacher time for lower class size.	See 7a

<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7. a. Provide intervention services to students on a daily basis, embedded in regular classroom instructional schedule.		Cost of additional teachers  \$65,343 Title IA  \$83,171 Title ID  Object: 1000	Students have had benefit of aides and smaller class size for more direct instruction and lesson modification. Achieve 3000 adjusts lessons to match student reading level. Teachers modify curriculum to meet student grade level in math and use of ILearn.		Teachers \$100,938 Title 1A  Teachers \$50,097 Title 1D  1000-3999's
<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	



X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
7.b. Provide instructional assistance in each classroom to assist with one on one instruction and small group support.		Paraprofessionals for instructional assistance  (Total 5.38 FTE )  (2.7 FTE in S & C  \$23,883 Title IA  \$29,893 Title ID  \$65,533 LCFF S & C: -  Object 2000-3999  Object 5710 for Special Ed Aide	Each classroom has the support of a 6 hour aide. Juvenile Court School has 2 6 hour aides. Lower enrollment has driven need for reduction of total aide hours. Provision of aides has increased amount of time students receive personalized small group or individualized support.	\$29,097 Title 1A  \$14,382 Title 1D  \$61,972 LCFF/ S&C Object  2000-3999  5710 for Special Ed. Aide
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
7.c. Continue to use and evaluate the use of on-line interventions and reporting systems, credit recovery and acceleration resources (i.e, iPass, Aeries.net, ACHIEVE 3000, Odysseyware), as well as provide for other qualifying operating expenses. Note: Odysseyware has a wide variety of options, including Spanish courses, psychology and child development, thus meeting the requirements for increasing A-G course access.		\$2500 Title IA \$2050 LCFF Base \$10,900 Lottery Object 5801	Staff has compared the benefits and challenges of on-line applications for credit recovery and instruction in A-G courses.	\$21,319 Title 1A Obj 5801
<b>Scope of service:</b>	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
8. Students will have opportunities for extended learning See 8a time		See 8a	Opportunities have been provided for extended learning time: Electives, Tutoring and summer session. Offering SES tutoring via fair and mailers was ineffective, 0 sign-ups. 1000% of students participating in summer school has earned credits.	See 8a

<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
8.a. Extended learning time, including summer school in 2016, to provide opportunities for students to receive academic support, including Supplemental Educational Services and School Choice (15% set aside for SES) and behavioral support.		Set asides: \$53,202 (SES) + 17,734 (choice) Title IA ,Object: 5801  cost for paras + teachers = \$7554 LCFF S&C  Objects 1000-3000	SES was offered via a letter and through a tutoring fair in October. All families were sent flyers and encouraged to attend. 0 students signed up fro the service. 14 days of summer learning will be provided in June 2016.		0 were spent on SES tutoring or choice.  - \$7463 out of LCFF for summer school.  1000-3999
<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
8.b. Extended learning time for after school at Juvenile Court School aligned to standards and pathways.		Inst Assts \$2,827 LCFF S& C  Object 2000-3999	151 hours of support was provided at Juvenile Court School.	\$2,418 Title I D.  2000-3999
<b>Scope of service:</b>	LEA Wide  Grades: All		Scope of service:  LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
8.c. Extended learning time to provide opportunities for students to receive academic support, electives and enrichment activities, including visual and performing arts.		\$69,686 ASP Grant  Objects: 1000 - 5999	Over 180 hours of extended learning time was provided including band, film appreciation, art.	\$69686 ASP  1000-5999

<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
9. Students will be exposed to a variety of technology.		See 3 b and 9d	Students have access to chromebooks, iPads, and desktops. Various applications for online educational activities are available.		See 3b and 9d
<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

9.a. Alignment of career coaching services with content standards by providing content expert in the areas of Career Technical Education and Instructional Technology Support Hours to provide assistance and support in program development (including on-line learning) and implementation.		See 3.b.and 9.d.  Program redesign with ROP	The Career Coach has been effective in connecting students with work experience and career classes. Career coach has participated in collaboration for alignment of activities; participated in the CTE Leadership Institute for furthering our career endeavors. Instructional Technology support hours have been embedded in the content coaching days.		See 3b and 3d
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
9.b. Exploration and implementation of Advanced Placement through on-line learning.		Director No additional costs; embedded in work duties	Teachers have examined on-line resources for advanced placement. Implementation with students is minimal.		0
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
9.c. Increase usage of ACHIEVE 3000, Odysseyware and elimination of Accelerate Education, NearPod.		See 7.c.	Usage of Achieve 3000 has increased. Odysseyware usage has decreased. Accelerate Ed and Near Pod licenses were not renewed.	
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
9.d. Through enrollment in ROP courses of study and Career Choice Curriculum at the 9-10th Grade, students will participate in Career Pathways Instruction and engage in technology based instructional strategies.		\$60,000 LCAP S&C Object 5801	9-10th grade students participated in Career Choice Curricula while 11 11th-12th graders were enrolled in ROP courses.	\$16,800 Title 1A  Obj 5801
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
9.e. Incorporate recommendations from the technology audit regarding automaticity of enrollment in online licensing and student reporting systems such as Aeries.net .		No cost, audit completed in 14-15; Director No additional costs; embedded in work duties	Technology audits led to auto-enrollment via Aeries and Google Domain.		0
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



<b>What changes in actions, services, and expenditures</b>	<p>Monitoring of ILCP completion and review is necessary. Identification and development of an assessment plan and packing guide are necessary. Monitoring of lessons for identification of Common Core Standards will be necessary. Collaboration will fully include para-educators. Curriculum and coaching support hours/time will emphasize monitoring and review of assessments. Training will need to include and address NGSS.</p> <p>Barriers such as inability to self-regulate, poor attendance and incarceration prevented some students from ROP enrollment. While enrollment will still be available, it will be decreased due to lower enrollment.</p> <p>Implementation of benchmark assessments will occur through assessment plan in 2016-2017. Calibration training in the area of the Danielson Rubric will be included in training and collaboration. Attendance at JCCSAC, ASCD, and CUE are recommended for next year.</p> <p>Odysseyware Licenses will be increased and implementation will be monitored more effectively in 2016-2017.</p>
--	--

<b>Original Goal from prior year LCAP:</b>	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 and increasing attendance to 90%		Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 _8 COE only: _ 9 _ 10 Local:
Goal Applies to:	Schools:	All programs  Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>10. Counseling. Maintain 300 hours of individual and group counseling, with access by 100% of students.</p> <p>10 &amp; 13. Health Consults. Maintain student access to health support, with 10% or less of student population utilizing on a daily basis</p> <p>11. 12. &amp; 13. Discipline referrals. Decrease referrals by 50% of 2014-2015 #1029.</p> <p>11. 12. &amp; 13. Suspensions. Decrease suspensions by 20% over 2014-2015: In school 652; Out of school 499</p> <p>11. 12. &amp; 13. Arrests at School. Decrease Arrests by 20% (2014-15: 15)</p> <p>11. 12. &amp; 13. Attendance rate. Increased attendance by 5 % of 14-15 (71%)</p> <p>11. 12. &amp; 13. Chronic Absenteeism. Decrease chronic absenteeism by 5% (2014-15 baseline 72%)</p> <p>Pupil expulsion rate: N/A Basic Services FIT report results</p>	Actual Annual Measurable Outcomes:	<p>Emphasis on relationships, behavior management and development of the teacher's ability to monitor and engage students has been effective.</p> <p>Over 630 hours of counseling was provided for students in the area of substance abuse; self regulation; choices; etc. Services have been coordinated with individuals and in small groups.</p> <p>Health consultations have had significant decline.</p> <p>Less than 1 student a week has sought out the office as a location for "escaping" the classroom.</p> <p>Discipline referrals have declined by nearly 90%.</p> <p>Less than 20 suspensions were issued, over a 90% decrease. No arrests were made at school.</p> <p>Attendance rate was 64%. Chronic truant percentage was 55% a 20% decrease.</p> <p>The school met FIT with 100% compliance in all areas.</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
10. Students will continue to have counseling services.	See 10 a	Counseling was provided via a social worker and a sub-contract with Youth Violence Prevention Council. 630 hours of support for 50 unduplicated students.	See 10a

<b>Scope of service:</b>	Oasis, Oasis South Grades: All		<b>Scope of service:</b>	Oasis/ Oasis South Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
10.a. Ensure adequate social and emotional support is provided to students, including the availability of a counseling services		Counseling via YVPC  \$6,000 LCFF Base  \$6,000 LCFF S& C  Object: 5801	Over 630 service hours were provided to over 50 unduplicated students. Emphasis on self-regulation, choices and alternatives to addiction were emphasized.		\$18,000 in Title 1a  Obj 5801
<b>Scope of service:</b>	Oasis; Oasis South Grades: All		<b>Scope of service:</b>	Oasis/Oasis South Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

10.b. Delivering training aimed at improving staff consistency in dealing with student behaviors and reinforcing purposeful relationships, (trauma informed care, capturing kids hearts, Positive Behavior Intervention Supports)		Included in 1.b. and 6.a.	Capturing Kids Hearts. All staff attended. Supported via Foster Youth Grant.		\$5500 FY Grant Capturing Kids Hearts  Obj 5801
<b>Scope of service:</b>	LEA wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
10.c. Provide health support services to students via on-site administrative/health clerk.		1.18 FTE Clerical  \$41,827LCFF BASE  Object: 2000-3999	Administrative Assistant was available to address concerns not solved in the classroom.		0
<b>Scope of service:</b>	Oasis; Oasis South  Grades: All		<b>Scope of service:</b>	Oasis/Oasis South  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
10.d. On site nursing services		\$8,977 LCFF BASE  Object: 5710	Provision of nurse support has been effective in monitoring student health and compliance with mandated health screenings. On site nursing was provided on 36 of days. Services included consults, training and Professional Development.		\$5604 base; \$1768 out of S & C; 1000-3999 object codes
<b>Scope of service:</b>	Oasis; Oasis South  Grades: All		<b>Scope of service:</b>	Oasis/Oasis South  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
11. Improved relationship between students, teachers and group homes, with greater consistency for students.		See 11 a-b	Suspensions and referrals declined significantly, nearly 90%. Due to lower enrollment, it is difficult to correlate to any specific strategy. My Student Survey indicates a continuing need for teachers to enhance student relationships.		11 a-b
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
11.a. Provide transition support to students via Career Coordinator		See 3.b. and 26.a.	Coordination between schools and in concurrent enrollment has improved through engagement of the career coordinator. Students have received support in transition between schools through the Career Coordinator.	See 3.band 26.a
<b>Scope of service:</b>	Oasis; Oasis South  Grades: All		Scope of service:  LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

11.b. Conduct bi-monthly meetings with group home staff to review individual progress		Admin Oasis 1.2 FTE Administrative  Costs \$37,291 Title IA  \$119,585 LCFF BASE  \$29,897 Title ID  Object: 1000-3999	Appointments and communication with group home staff has been at least weekly, including conversations with the home staff and the student director, Chris Magera.  Coordination with Remi Vista via phone and conferences	Admin Salaries \$28219 Title 1A; \$28219 Title 1D \$112878 Base  1000-3999	
<b>Scope of service:</b>	Oasis; Oasis South  Grades: All		<b>Scope of service:</b>	Oasis/Oasis South  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

12 Improved relationship with and between students.		See 12 a-b	Teachers have implemented Social Contracts and Restorative Practices; Social Groups were provided via Youth Violence Prevention Council.		See 12a -b
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	



X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
12.a. Proact and Trauma Informed Care Training for staff.		Included in 6.a.	All staff attended the Bruce Perry Trauma Informed Care training on January 4, 2016. ProAct is planned for the beginning of the 16-17 school year.		See 6a
Scope of service:	Oasis; Oasis South  Grades: All		Scope of service:	Oasis/Oasis South  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
12.b. Capturing Kids Hearts embedded in Professional Development and minimum day schedule. Provision of training for new administrator, as needed.		Included in 6.a.	All staff attended the Capturing Kids Hearts Recharged session on April 4, 2016.		See 6a
Scope of service:	LEA Wide  Grades: All		Scope of service:	LEA Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
13. Students will attend school more frequently		No additional cost. Included in teacher base work year	See 13a-c;		Included in teacher base work year.
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
13.a. Review best practices and assess current strategies; update/revise as needed. Work to be completed during collaboration meetings.		No additional cost. Included in teacher base work year	Best practices have been a part of weekly collaboration and site based discussions.		0
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
13.b. Due to relevance of the material, as well as a decrease in class sizes, students will participate in ROP courses that will both increase attendance and decrease discipline referrals.		9.d. above	ROP worked for about 11 students in our program. It did not have a significant impact on attendance and behavior.		See 9.d.
<b>Scope of service:</b>	Oasis; Oasis South  Grades: All		<b>Scope of service:</b>	Oasis/Oasis South  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
13.c. Students will be provided transportation to the ROP/Oasis programs.		\$51,096 Title I Object 5710	Transportation was provided for the first month. Less than 5 students were riding the bus and the service was discontinued.		\$9694 Title 1A Obj 5710
<b>Scope of service:</b>	Oasis; Oasis South  Grades: All		<b>Scope of service:</b>	Oasis/Oasis South  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
<b>What changes in actions, servivces, and expenditures</b>	Counseling will continue to be provided. Training will be provided for teachers in identifying significant student health concerns and means to document support provided. Improvement has been made in teacher capacity to identify strategies for de-escalating and re-directing student behavior. Training is still needed for teachers in the area of trauma informed teaching practices. Attendance is an area that will be addressed through systematic reporting of absenteeism.	

<b>Original Goal from prior year LCAP:</b>	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.		Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 _6 _7 X 8 COE only: _ 9 _ 10 Local:
Goal Applies to:	Schools:	All Programs  Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	CAHSEE prep courses will have 80% completion rates.			Actual Annual Measurable Outcomes:	CAHSEE was not given due to mandated changes in the assessment plan	
	Baseline CAHSEE 13-14 CAHSEE 2014-15				Graduation rates have not increased in the Pathways program. The JCS has graduated 5 Students.	
		Math	Math ELA		ELA	Pathways drop-out rate is around 31%
	School	%	%		%	Drop out rates reported for 15-16 have not been calculated.
	Juvenile Court					
	20	41.4	40		50	
	MILC/SILC					
	74	73.9	90		75.9	
	Oasis					
	37.5	30.2	47		24.2	
Phoneix						
NA	16.7	NA	33.3			
Totals						
54.5	40.5	67.4	41.4			
10% decrease in middle/high school drop out rates utilizing 14-15 baseline.						
10% increase in high school graduation rates utilizing 14-15 baseline.						

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
14. More students will pass CAHSEE as a result of CAHSEE prep course and summer 2016 summer services, and enhanced teacher pedagogical skills (See s 2-4).		Included in core services. 7.c.	The exam was not given due to changes in mandates. Emphasis has been on achievement of state standards. Summer services were provided in June 2016 and 100% of students enrolled earned credits.		See core services and 7c
<b>Scope of service:</b>	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
14. a Teachers will utilize and monitor ACHIEVE 3000.		Included in core services. 7.c.	Teachers are using Achieve 3000 for Lexile testing. 4 free webinars were provided. Data and achievement is monitored for provision of student progress.		See 7.c.
<b>Scope of service:</b>	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
15. More students will pass CAHSEE as a result of relevant instruction in ROP classes.		See 9d	Administration of CAHSEE was suspended. ROP classes were offered and engagement was high for participants.	See 9d
<b>Scope of service:</b>	Oasis/Oasis South  Grades: All		Scope of service:  Oasis/Oasis South  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

15.a. Monitor student attendance, credits and evaluate students for AB167 and graduation requirements. Communicate with outside agencies regarding student status.		Data Tech (.75 FTE)  \$6,661 Title 1A  \$3,330 Title ID  \$11,323 LCFF BASE  \$1,998 LCFF S & C  Object: 2000    .10 FTE Admin Asst.  \$5,394 S & C	Monitoring of attendance and credits has decreased chronic absenteeism, overall attendance rates have not increased and more students have been afforded the AB 167 option. Data technician has provided weekly attendance reports. AB 167 letters have been issued to 16 students. Information has been provided to Probation and partner districts.	.75 FTE; \$5624 Title 1A  \$2812 Title 1 D  \$9561 Base  \$1687 S & C  .1 FTE Admin Assistant  \$6595 S & C  2000-3999	
Scope of service:	LEA wide  Grades: All		Scope of service:	LEA Wide  Grades: All	
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



15.b. Operate a county wide SARB Board and address attendance issues with SCOE students		.50 FTE SARB Specialist  \$29,969 LCFF BASE  Object: 2000	SARB coordinator has organized 4 quarterly meetings and attended local district SARB's. Letters and documentation have been submitted for students in programs with poor attendance.		\$28,011  2000-3999's
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
15.c. Health and nursing services		See 10.c, d. and e. above	Nurse support was available for 36 of days. Health support was available in classrooms and via administrative assistants in offices.		Costs in 10 c., d. and e.
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
15.d. Develop Site Based Coordinated strategies and schedule for CAHSEE Preparation.		Principal. No additional costs	Not provided due to deletion of CAHSEE.		0
Scope of service:	LEA Wide  Grades: All		Scope of service:	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
15.e. Inform stakeholders of changes that develop in high school accountability and testing.		Director No additional costs	Teachers, parents and students were informed about the change in CAHSEE Administration as well as SBAC testing schedules.		In Core program, 0 additional \$
Scope of service:	LEA Wide  Grades: All		Scope of service:	LEA Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
15. f. Maintain foster/homeless youth program liaison		Title I \$11,652  Object 1000-3999	Foster/homeless youth program liaison has been in place and supporting review of AB 167 eligibility.	\$12,057 Title 1A  1000-3999
Scope of service:	LEA Wide  Grades: All		Scope of service:	LEA Wide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
What changes in actions, servcices, and expenditures		The school is looking for alternative measures to indicate college and career readiness such as SBAC performance levels and local benchmark progress. Representatives have attended the statewide focus forums on alternative measures and information has been shared with teachers for input. Additional systems and mechanisms for connecting students to adult education and credit recovery in an individualized setting have been piloted. Completion of AB 167 review and analysis will be embedded at intake.		

Original Goal from prior year LCAP:	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.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 _7 _8 COE only: _9 _10 Local:
Goal Applies to:	Schools:	All Programs	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>16 . &amp; 17. Survey</p> <p>Baseline 2013-14 Responses</p> <p>Total Responses: 57</p> <p>PARTICIPATION RATES</p> <p>Parents 12/180 = 6.7%</p> <p>Students 45/180 = 25%</p> <p>*Knowledge of career readiness = 42% *Knowledge of grad requirements = 75%</p> <p>2014-15 Survey Response</p> <p>Response Rate: Parents 19/212=9% Students 32/212=15%</p> <p>Knowledge of career readiness 27/51=49%</p> <p>Knowledge of grad requirements 38/51=69%</p> <p>College and Career Resources 18 college and career events held</p> <p>% of students completing FAFSA - 0</p> <p>50% of students and parents will participate in the survey</p> <p>Knowledge of career readiness will increase to 75% over 2014-15 Baseline</p> <p>Knowledge of graduation requirements will increase to 85% over 2014-15 Baseline</p>		<p>Actual Annual Measurable Outcomes:</p> <p>Response Rates</p> <p>Parent Response Rate = 3/30</p> <p>Parent knowledge of career readiness 2/3</p> <p>Parents knowledge of grad requirements 1/3</p> <p>Student Response Rate = 71% (34/48 )</p> <p>Students knowledge of career readiness 15/34= 44%</p> <p>Students knowledge of grad requirements 20/34= 59%</p> <p>College and Career resources</p> <p>13 Events; 10 Job Partners; 4 College Visits</p> <p>Job Readiness Course: Driver s Ed; Food cert</p> <p>Students completing FAFSA- 2</p> <p>ACHIEVE 3000 LEXILE Assessment RESULTS</p> <p>PS 12/23 Pre/Post +45 Lexile</p> <p>PSN 5/33 Pre/Post +13 Lexile</p> <p>JCS 3/24 Pre/Post +30 Lexile</p> <p>**transiency makes solid pre/post minimal</p>

		18. College and Career Resources.  Increase college and career events by 10% over 2014-15 Baseline  Increase # of students completing the FAFSA by 50% over 2014-15 Baseline  In 15-16 a baseline assessment will be determined utilizing ACHIEVE 3000 Lexile assessments for determining college preparedness.  2014-2015 baseline # of students completing FAFSA =0			
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
16. Students and parents will understand their own academic performance in relation to goals, including individuals with exceptional needs.		See 16 a-c	Staff has met with students to review Academic Performance, the ILCP, etc. The practice is inconsistent.		See 16 a-c
Scope of service:	Oasis/Oasis South  Grades: All		Scope of service:	Oasis/Oasis South  Grades: All	
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

16.a. Provide Parent Link and Aeries.net for parents		\$500 Title IA Object: 5801	Parent Link and Aeries.net have been purchased. Staff are evaluating components for regular updates to assure parents have current information.		\$1500 Title 1A Aeries  Obj 5801  LCFF Base \$55  Parent Link
<b>Scope of service:</b>	Oasis/Oasis South  Grades: All		<b>Scope of service:</b>	Oasis/Oasis South  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
16.b. Parent/Career Coach to hold semi-annual meetings with parents to review student opportunities available for above college and career goals.		See 3.b.	3 Achievement Nights were held in conjunction with Parent Q&A sessions. In addition, teachers hosted "Open House" events during the school day so that parents could drop by classrooms.		See 3.b.
<b>Scope of service:</b>	Oasis/Oasis South  Grades: All		<b>Scope of service:</b>	Oasis/Oasis South  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
16.c. Bi-annual parent conference week established to assure that teachers/parents are connecting regarding progress towards completion of high school diploma, completion of A-G requirements; ICLP s and opportunities for completing Financial Aide Applications FAFSA.		Part of regular teacher hours  No extra cost	2 parent conference weeks were scheduled. Participation was not very high. Teachers made contact via phone and through Probation Supervisors.	0	
<b>Scope of service:</b>	Oasis/Oasis South  Grades: All		<b>Scope of service:</b>	Oasis/Oasis South  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
17. Students and parents will understand their own career goals and meet with staff regarding INDIVIDUALIZED Learning and Career Plan and report cards)., including individuals with exceptional needs.		See 17 a-b	Parent conferences were held, phone contacts made, transcripts and progress reports provided regarding student progress.	See 17a -b	
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
17.a. Teachers will provide monthly updates and review of INDIVIDUALIZED Career & LEARNING PLAN during collaboration.		Part of regular teacher hours  No extra cost	This action was not embedded in collaboration as a regular activity. Review of ILCP's was inconsistent.		0
Scope of service:	LEA Wide  Grades: All		Scope of service:	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



17.b. Bi- annual Administrative review of INDIVIDUALIZED Career & LEARNING PLAN		1.2 FTE Administrative  Costs  \$37,291 Title IA  \$119,585 LCFF BASE  \$29,897 Title ID  Object: 1000- 3999	The ILCP's were reviewed by the administrator with the intent of emphasizing teacher accountability and participation in completion.		See 11 b
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
18. Students will experience improved exposure to community resources, including career opportunities		See 3 b above	Students have been exposed to various resources such as career fairs, SMART Center, College Support, etc.		See 3b
<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
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, including individuals with exceptional needs.		See 18 b	Students have been exposed to multiple work experiences, volunteer opportunities, and job shadows due to the coordination of the career coach. 2 individuals with exceptional needs have been in ROP work experiences.	See 18 b
<b>Scope of service:</b>	LEA Wide  Grades: All		Scope of service:  LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
18.b. Utilize Career Options Curriculum, College Options and/or similar career education curriculum and provider to access students and develop career and college exposure.		POINT OF CONTACT: Administrator and Career Coach  See 26.a. and 3.b.	Career Options Curricula was implemented in the 9th-10th grade class. Students in 11th-12th grade had opportunities to engage in work experience, ROP classes, career fairs and an online career class with the career coach.	See 26a and 3b

<b>Scope of service:</b>	LEA Wide  Grades: All		<b>Scope of service:</b>	LEA Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>		The program will develop a white paper to be included with the enrollment packet. The services of a career coordinator are a continued need for assisting parents and students in developing their career and college readiness and knowledge base. Systems for holding all staff accountable for completion of the ILCP will be developed along with monitoring schedules. The addition of Curriculum/Assessment Coach for up to 14 days is recommended for development of pacing and assessment plan. Systems will be created for recording information about parent contacts. Administrative changes will be made based on lower enrollment.			

Original Goal from prior year LCAP:	GOAL 5: 100% of students will explore career fields and have exposure to the workplace and college as documented in INDIVIDUALIZED Career and LEARNING PLAN or 10 year plans, and teacher lesson plans.				Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 COE only: _ 9 _ 10 Local:	
Goal Applies to:	Schools:	All Programs				
		Grades: All				
	Applicable Pupil Subgroups:		All			
Expected Annual Measurable Outcomes:	50% of student enrollment will have completed a career orientation course.		Actual Annual Measurable Outcomes:	All students enrolled in Pathways Community school have taken a career orientation course.		
	20% increase in students participating in Experiential Work Program.			4 students have participtaed in Experiential Work Program		
	20% increase in students participating in College Visits.			16 students participated in college visits; a 77% increase over last year.		
	100% pass rates for students engaging in certification classes.			All students participating in certification courses have passed. 19 students took certification courses, including food handlers and driver's education.		
LCAP Year: 2015-16						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures	
19.a See Numbers 3, 17, 18 above.		Cost included in 1.a.	See numbers 3, 17 and 18.		See 1a	
Scope of service:	Oasis		Scope of service:	Oasis/Oasis South		
	Grades: All			Grades: All		

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
19.b Students attending the ROP class will complete ROP course.		\$60,000 LCFF Supp/Conc Object 5801	17 students were enrolled in ROP Courses 6 students completed a full semester.  Students from Oasis South were also included in ROP classes.	See 19d
<b>Scope of service:</b>	Oasis  Grades: All		Scope of service:  Oasis/Oasis South  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
19.c All students will engage in Career Zone activities and profiles, with 9th & 10th grade utilizing Career Choice Curricula.		See Goal 1 #6  \$1,055 LCFF S&C  Object 4310	9th and 10th graders were engaged in Career Choice Curricula. Career Zone Activities and profiles are embedded in the Google Career class hosted by the Career Coach.	\$330 LCFF/S&C  Obj 4310

<b>Scope of service:</b>	LEA Wide Grades: All		<b>Scope of service:</b>	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
19.d Employability Day will be coordinated for provision of Career Options.		See Goal 1 #3. B.	Students were able to attend a Job Fair at the Red Lion Hotel.  Students engaged in the Job readiness elective received new clothes for interviewing and participated in mock interviews with local employers who provided feedback to students on strengths and areas of growth.	See Goal 1 #3b	
<b>Scope of service:</b>	Oasis Grades: All		<b>Scope of service:</b>	Oasis/Oasis South Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

19.e College Visits will be coordinated to 2 and 4 year colleges.		\$1,200 Title I A Object # 5801	17 Students have visited Shasta College on 3 occasions and once to Chico State.		\$187 LCFF Base 4000-5999
<b>Scope of service:</b>	Oasis Grades: All		<b>Scope of service:</b>	Oasis Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
19. g Experiential Work Program options will be expanded.		See Goal 1 #3. B. \$1,650 LCFF Base	Experiential Work opportunities have expanded to include Safe Haven Horse Rescue, Burrito Bandido, COE transportation, Gironde's, and COE IT department.		See 3b
<b>Scope of service:</b>	Oasis Grades: All		<b>Scope of service:</b>	Oasis/Oasis South Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

19. h Identify appropriate CTE training for certificated staff and secure participation.		Title 1 #7.c	Career Coach participated in the Leadership Development Institute offered by the CDE.		See 7. c. Supported through grant.
<b>Scope of service:</b>	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
19. i Certification classes such as Food Handlers, CPR, Driver s Ed will be offered to students.		Goal 1 # 9.d	Two certification courses were offered, including Food Handlers and Driver's Ed.		See 9d
<b>Scope of service:</b>	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



**What changes in actions,  
servivces, and expenditures**

Certification and Experiential Work Program courses will continue to be embedded in programming. Outcomes and activities will be consolidated to prevent duplication; will be represented in 1 goal.

Original Goal from prior year LCAP:	GOAL 6. Countywide, SCOE will coordinate services to ensure that services for expelled youth are provided 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.)			Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 _10 Local:
Goal Applies to:	Schools:	Countywide		
		Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% of 9-12th students expelled will be eligible to be enrolled in SCOE alternative education programs.  100% of 7-8th students expelled will be eligible to enroll in inter-district programs per placement agreements and notification to Countywide SARB.  100% of LEAs participate in the process of developing the plan.		Actual Annual Measurable Outcomes:	100% of students who met the criteria of SARB and expulsion were enrolled.  100% of 7-8th grade students were enrolled in district programs. Refinement of communications necessary.  100% of LEA's contributed to the process documented by signed MOU's.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
20. Implement the 2015 developed expulsion plan. 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.	Expulsion plan was implemented per the revisions. Document shared at September 2015 Chief School Administrator meeting. Plan reviewed quarterly by SARB Board. Plan posted on SCOE website.	See 11b

<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
21. Monitor the effectiveness of the plan and internally review the plan for any modifications that are needed.		To be completed by Student Program Director as part of assigned duties.	SARB chair has included plan in quarterly meetings. Plan has been reviewed and revisions will be shared with stakeholders.		See 11b
<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

21.a. Meet with SARB Board, Probation, Juvenile Hall, and related personnel to identify gaps in services in the current plan.		To be completed by Student Program Director as part of assigned duties.	Quarterly meetings have been held.		See 11b
<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
21.b. Revise the plan and distribute to all local Boards of Education and designated Superintendents.		To be completed by Student Program Director as part of assigned duties.	Expulsion plan has been revised to reflect changes in community school providers.		See 11 b
<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
<b>What changes in actions, services, and expenditures</b>	Communication processes will be refined. SCOE will not provide a classroom for SUHSD students. Revisions will be made to the Expulsion Plan and distributed to districts.	

<b>Original Goal from prior year LCAP:</b>	GOAL 7: SCOE will coordinate services county-wide in accordance with the foster youth grant and ED CODE and review the plan annually for changes.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: _9 X 10 Local:
Goal Applies to:	Schools: Countywide Grades: All	

Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	<p>30 foster youth will receive mentoring through YVPC</p> <p>80% of Foster youth students will have a passing grade of C s or better in all of their classes</p> <p>Maintain attendance at Regional and County level student focused meetings (SST and IEP s) at current level 345</p> <p>10% decrease in FY placement in alternative or continuation schools (2013-14 18 total foster youth attended an Alternative Educational or continuation school setting in and out of Shasta County; 14-15 results pending June data)</p> <p>20% reduction in foster youth in grades K-12 will referred to SARB pending June Data)</p> <p>Local policy, procedures and data infrastructure will be completed and implemented</p>	Actual Annual Measurable Outcomes:	<p>17 Foster Youth have received counseling to date.</p> <p>82% of Foster Youth are passing classes with C's or better.</p> <p>Foster Youth staff are attending all meetings.</p> <p>Calpads identifies total Alt Ed placements for K-12 at 14 to date 3/30/2016, a 36% decrease.</p> <p>SARBs to date = 8 representing a 66% reduction as of 3/30/2016</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
22. Establish local policy/procedures and data infrastructure necessary to support and monitor educational success, including efficient transfer of health and education records and the health and education passport.	<p>.60 FTE Coordinator \$86,225 Foster Youth Grant</p> <p>Object: 1000-3999</p>	A Foster Youth Coordinator has been employed and vital to the success of developing infra-structure.	<p>.5 FTE Coordinator - \$48262 Foster Youth</p> <p>1000-3999's</p> <p>See 15f</p>

<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
22.a. Work with CDE, districts and county child welfare and probation agencies to obtain, share and analyze data to accurately identify foster youth and track progress on all required metrics.		See 22	Collaboration with interagency partners via the Breaking Barriers conference.		See 22
<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
22.b. Collaboratively develop and enter into MOUs with probation, HHSA and district agencies to increase graduation rates and reduce school transfer rates.		See 22	MOU/Contract in place		See 22

<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
23. Ensure foster youth liaisons (Ed Code 48853.5) and district level oversight staff have adequate time, knowledge, and resources to meet the needs of foster youth.		See 22	9/23/16 Needs/Support Survey completed 3/25/16 10 New SW training informational		See 22
<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
23.a. Hire or assign, train and supervise sufficient liaison staff and district level oversight staff to ensure district and school site staff are informed about and implement all laws and district policies affecting foster youth.		Included in 22.a. Coordinator duties	Foster Youth Liaison  Not yet hired due to funding allocations delay by State		0



<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
23.b.  1. Monitor services provided to foster youth at the district level to ensure: <ul style="list-style-type: none"> <li>All foster youth have access to necessary education and school counseling services.</li> <li>To reduce school transfers and ensure foster youth are transported to their school of origin when in their best interest, including funding or otherwise facilitating transportation.</li> <li>Ensure priority access for foster youth to tutoring and other academic and social/emotional supports, afterschool and summer enrichment programs, and extracurricular activities.</li> </ul>		NA	Goals presented/discussed at following trainings: <ul style="list-style-type: none"> <li>9/23-24 FY Liaison Training</li> <li>5/3/16 HS Training</li> <li>2/16/16 Executive Advisory Committee</li> <li>Transportation Policy written and supported by Social Services</li> <li>Communicated to Foster Youth Liaison 9/23-24 and 5/3/2016</li> </ul>	See 22	
<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	

<div>X All</div> <div>-----</div> <div>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</div>			<div>_ All</div> <div>-----</div> <div>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</div>		
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, Probation, School Districts and Foster Family Agencies. Meetings are held in response to student in crisis and having significant needs		See 22	Coordination services and collaboration addressed with interagency team (Social Services, Probation and Mental Health and LEA) attending Foster Ed Summit 4/2016 and Breaking Barriers Interagency Team 4/20-21/2016.		See 22
<div>Scope of service:</div>	<div>Countywide</div> <div>Grades: All</div>		<div>Scope of service:</div>	<div>Countywide</div> <div>Grades: All</div>	
<div>X All</div> <div>-----</div> <div>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</div>			<div>_ All</div> <div>-----</div> <div>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</div>		
24.a. Schedule, attend and document meetings for every high school foster youth to assess academic progress towards graduation		.20 FTE Admin Asst. \$13,215 Foster Youth Grant  Object: 2000 - 3999	On-going STAR meetings 9 as of 3/30/16		\$11,621  Foster Youth Grant  2000-3999's

<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
24.b. Attend foster youth IEP s and SST meetings to review academic and behavioral successes and challenges		.35 FTE Admin Asst. \$23,127 Foster Youth Grant  Object: 2000	Ongoing attendance at student IEP's and SST's.		\$21,100  Foster Youth Grant  2000-3999's
<b>Scope of service:</b>	Countywide Grades: All		<b>Scope of service:</b>	Countywide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

24.c. Attend High Risk Team meetings and Critical Family Team Meetings		.25 FTE Admin Asst. 16,519 Foster Youth Grant  Object: 2000	Attended High Risk and Critical Family Team Meetings.		\$15,071  Foster Youth Grant  2000-3999's
<b>Scope of service:</b>	Countywide  Grades: All		<b>Scope of service:</b>	Countywide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
24.d. Update foster youth educational database		.20 FTE Admin Asst. \$13,215 Foster Youth Grant  Object: 2000 - 3999	Completed 350 educational records 12/2015		\$12,057  Fostery Youth Grant  2000-3999's
<b>Scope of service:</b>	Countywide  Grades: All		<b>Scope of service:</b>	Countywide  Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>
--	--	--

24.e. Attend intake staffing meetings, assist with educational data entry.		.70 FTE Admin Asst. \$51,041 Foster Youth Grant  Object: 2000	Ongoing attendance at intake staffing meetings.		\$40,675 Foster Youth Grant  2000-3999's
Scope of service:	Countywide  Grades: All		Scope of service:	Countywide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	In reviewing our past progress with actions, services and expenditures, we will:  Include 9th and 10th grade foster youth in our STAR (Student Transcript and Academic Review) meetings in an effort to increase our high school completion goal.  Collaborate with community agencies, LEA s, Community Colleges, CSU and UC systems and workforce agencies, such as SMART Center, Workforce Investment Act in an effort to support Transitional programs and services to foster youth  Support districts with appropriate information related to successful intervention strategies, specific to records related to the history or on-going work with the foster child while maintaining confidentiality.				

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, 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 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	123978
---	--------

Background Information: Student programs offered by Shasta County Office of Education have been in declining enrollment for 3 years and reorganized each year to meet needs of students. As a result, we have examined both our core and supplemental services and defined the scope of each.

All actions will be principally directed to low Income and Foster Youth but will be available to all students districtwide. Because of the small enrollment within each school and the large percentage of unduplicated students, it does not make sense to segregate the services to specific identified populations. Additionally, as an alternative education service provider, all of the students we serve have extensive needs and will benefit from the services provided with the supplemental and concentration funds.

As detailed in the actions and services in Section 2, Supplemental and Concentration funds are being used to support students in several capacities:

Provision of a career coach

Data monitoring and analysis

Collaboration and training for teachers and para-professionals

Extended Learning opportunities for students

Aides for personalized learning

Director's Salary for leading instructional collaboration and data analysis

SARB and Transition Specialist

ROP Fees

- B. In the box below, 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).

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). 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.



2.27

%

The County Office plans to meet the MPP quantitatively on the services outlined in Part A which will provide improved services implemented principally for the low income and foster youth students. All supplemental/concentration funds will be spent on the services outlined. Our planned spending of \$123,978 on the services will meet the required MPP quantitatively.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).