

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

Introduction: Marin County Office of Education Alternative Education programs, which include County Community School, Juvenile Hall and Phoenix Academy Charter School, serve students who have been referred due to chronic truancy, severe behavioral problems or involvement with the juvenile justice system. The goal of these Alternative Education programs is to operate in unison on behalf of students from districts across Marin providing opportunities for them to be successful in a school environment and to be prepared for the transition to the adult world. By re-establishing appropriate school behavior, as well as build their academic skills in a 21st Century learning environment and participating in real life transitional activities, Alternative Education students will have the skills necessary to be a productive citizen in our community.

This LCAP will represent the County Community and Juvenile Hall programs; the Phoenix Academy Charter School will be represented in its own LCAP in accordance with SBE guidelines.

LEA: The Marin County Office of Education

LCAP Year: 2014-2015

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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.

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. 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 should comply with instructions and 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. 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 adopted by the state board for all pupils, including English learners. (Priority 2)*

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p><i>October 2013: Collaborative Meeting with Probation Department and Staff: Presentation, discussion, and collaboration about program goals to address in LCAP</i></p> <p><i>November 2013: Student interviews: to gain insight on program effectiveness and proposed improvements which would impact LCAP</i></p> <p><i>December 2013: Staff Survey: Staff participation in survey to collect feedback and identify priorities regarding alternative education program</i></p> <p><i>January 2014: Analysis of student performance to determine needs of students</i></p> <p><i>February 2014: Student Survey to obtain feedback on program effectiveness and overall satisfaction</i></p>	<p>Throughout the 2013-2014 school year, the Alternative Education program facilitated several collaborative events to engage certificated and classified staff, parents, community members, agencies, and other stakeholders in developing the LCAP goals and action steps. We have used various measures to ensure that our goal setting process is driven by data and input, all of which is available to stakeholders. The details of our engagement process listed here have all been contributing factors to the development of our LCAP.</p> <p>The process of gathering input for the LCAP supported the development of each goal and action step. In regards to our parents their input contributed to goals and actions around engagement and coordination of services provided to students. Through understanding the relationship of various support services parents will have better access to the school’s resources. This is most notable in goals 3 (Engagement in real-life activities) and 5 (increase parent involvement and awareness of programs and services).</p>

Involvement Process	Impact on LCAP
<p><i>March 2014: Parent/ Community Engagement Meeting to share details of LCAP including state priorities and goals</i></p> <p><i>March 2014: Parent / Community survey regarding the Alternative Education Programs and program goals</i></p> <p><i>Ongoing: Bargaining Unit (MCEA/CSEA) Informational meetings regarding LCAP update.</i></p>	<p>The input from our classified and certificated staff centered on the focus of robust professional development (goals 1 and 2) and understanding of resources (goal 5). Providing the staff with tools to enhance their instructional pedagogy and coordinating services to support student success allows the alternative education community to meet the needs of students in the educational and social emotional realms.</p> <p>While engaging with students we learned how much they were in need of a school environment and educational program they could be proud of. We developed goals and actions around a safe, clean school campus and instructional practices that allowed students the opportunity to learn by doing through hands on projects and student driven activities. These ideas help shape goals 3, 4 and 5 in a way that targets our unique population, including expelled and foster youth countywide.</p>

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and

specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and Local
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<p>(What needs have been identified and what metrics are used to measure progress?)</p>	<p>Description of Goal</p>	<p>Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</p>	<p>School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</p>	<p>Analysis of Progress</p>	<p>LCAP YEAR Year 1: 2014-15</p>	<p>Year 2: 2015-16</p>	<p>Year 3: 2016-17</p>	<p>Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</p>
<p>Need: High Quality Professional Development for educators of at risk students</p> <p>Metric:</p> <ul style="list-style-type: none"> ● Registration in trainings (staff); ● Behavior documentation for students ● Attendance in school ● Standardized Statewide Assessment data ● Academic Performance Index ● English Language Reclassification rates ● California English Language Development Test (CELDT) scores ● Participation in Early Assessment Program (EAP) or other alternative measure 	<p>1. All educators will participate in high quality professional development related to at-risk youth.</p>	<p>All</p>	<p>County Community School Juvenile Court</p>		<p>Students will demonstrate increased interest in coursework</p>	<p>Students will demonstrate increased engagement and participation in coursework.</p>	<p>Students will be highly engaged in coursework.</p>	<p>1, 4, 9</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need:</p> <p>Prepare students for college/career readiness through rigorous relevant curriculum</p> <p>Metric:</p> <ul style="list-style-type: none"> ● Student/staff surveys ● Rate of community college course completion ● Behavior/ Suspension data. ● Attendance in school ● Standards-aligned report cards ● Participation in Early Assessment Program (EAP) exam or alternative measure ● Standardized 	<p>2. All students will be provided with high-quality classroom instruction and curriculum</p>	All students	<p>County Community School</p> <p>Juvenile Court</p>	<p>Students will demonstrate increased engagement and participation in coursework.</p> <p>Increased interest in completing graduation requirements</p> <p>Students will be engaged in distance learning.</p> <p>Students begin developing college and career readiness</p>	<p>Students develop academic goals aligned with Common Core State Standards.</p> <p>Student will participate in hands on learning aligned to Common Core State Standards.</p> <p>Students continue participation in distance learning.</p> <p>Students begin developing</p>	<p>Students develop academic goals aligned with Common Core State Standards.</p> <p>Student will participate in hands on learning aligned to Common Core State Standards.</p> <p>Students continue participation in distance learning.</p>	<p>2, 4, 7, 8, 9</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Statewide Assessment data <ul style="list-style-type: none"> ● Academic Performance Index ● California English Language Development Test (CELDT) scores ● English Learners reclassification rates 					skills.	college and career readiness skills.		
<p>Need:</p> Enhanced learning with authentic and engaging real-life opportunities	<p>3. Students will engage in real life learning opportunities in the school setting.</p>	All	County Community Schools Juvenile Court		Students will connect their learning to real life. Students will attend school more consistently Students will be engaged in school and school	Students will connect learning to real life experiences. Students will attend school more consistently. Students will choose enhanced	Students will connect learning to real life experiences. Students will attend school more consistently. Students will choose enhanced	5, 6, 8, 9

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
data <ul style="list-style-type: none"> • Expulsion rates • Chronic absenteeism rates • High School dropout rates • High school graduation rates (internal) • Teacher/staff survey 					activities	learning opportunities.	learning opportunities.	
<p>Need: Students connect to community and/or academic network in safe/clean school environment</p> <p>Metric:</p> <ul style="list-style-type: none"> • Attendance in school • Participation at school wide events • Behavior/ suspension data • Graduation rates 	<p>4. Students will participate in creating and maintaining a safe, healthy and productive school environment</p>	All	County Community Schools Juvenile Court		Students will recognize the benefit of school and community support teams. Students develop a wellness plan unique to their needs. Students work directly with community	Students will access school and community support teams. Students will all be actively engaged in a therapeutic group based upon their wellness plan. Families and community agencies will	Students mentor other students based on community roles. Students will be actively engaged in their therapeutic groups. Families and community agencies will participate in	4, 5, 6, 8, 9

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> • Expulsion rates • Pupil survey • Parent survey • Standardized Statewide Assessment data ● English Language Reclassification rates ● California English Language Development Test (CELDT) scores ● Participation in Early Assessment Program (EAP) exam or alternative measure • Academic Performance Index • Facilities Inspection Report (FIT) Report • Accident and/or emergency report • Chronic Absenteeism • Middle/High School dropout rates 					<p>and family members toward joint goals.</p> <p>Students will feel safe at school.</p> <p>Students will have clean classrooms.</p>	<p>participate in school events.</p> <p>Students will feel safe at school.</p> <p>Students will have clean classrooms.</p>	<p>school events.</p> <p>Students will feel safe at school.</p> <p>Students will have clean classrooms.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need:</p> <p>Education and coordination related to Alternative Education services and agency support programs</p> <p>Metric:</p> <ul style="list-style-type: none"> • Parent survey • Pupil survey • Master calendar • Attendance in school • Behavior/suspension data • Standardized Statewide Assessment data • Chronic absenteeism rates • Middle/High School dropout rates • Graduation rates 	<p>5. Increase parent - guardian involvement and awareness of programs and services</p>	All	<p>County Community Schools</p> <p>Juvenile Court</p>	<p>Students will recognize the benefit of school and community support teams.</p> <p>Students connect individual goals and offered services.</p> <p>Students feel safe and supported.</p>	<p>Students will access school and community support services.</p> <p>Students connect individual goals and offered services.</p> <p>Students feel safe and supported.</p>	<p>Students will utilize school and community support services.</p> <p>Students connect individual goals and offered services.</p> <p>Students feel safe and supported.</p>	<p>3, 5, 6, 8, 9, 10</p>	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?

- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. All educators will participate in high quality professional development related to at-risk youth.	1, 4, 9	<p>Identify Professional Development trainings focused on: Common Core State Standards; Social Emotional Functioning; Instructional Data Analysis; 21st century learning.</p> <p>Plan staff/curriculum team meetings to review and analyze performance data and curriculum planning.</p> <p>Begin development process for</p>	Schoolwide		<p>Professional Development: Local funding – revenue: @ \$25,000</p> <p>Observation of instructional program</p> <p>Curriculum team meetings: 2.0 certificated @ \$199,554 & 1.4 Administrators @ \$231,513</p> <p>* Of special note, in Section 3A general program staffing costs are</p>	<p>Professional Development: Local funding – revenue: @ \$25,000</p> <p>Observation of instructional program</p> <p>Curriculum team meetings: 2.0 certificated @ \$199,554 & 1.4 Administrators @ \$231,513</p> <p>* Of special note, in Section 3A general program staffing costs are</p>	<p>Professional Development: Local funding – revenue: @ \$25,000</p> <p>Observation of instructional program</p> <p>Curriculum team meetings: 2.0 certificated @ \$199,554 & 1.4 Administrators @ \$231,513</p> <p>* Of special note, in Section 3A general program staffing costs are</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Common Core State Standards aligned report card			duplicated in Goals 1, 2, 4, and 5 to demonstrate overlapping scope of services.	duplicated in Goals 1, 2, 4, and 5 to demonstrate overlapping scope of services.	duplicated in Goals 1, 2, 4, and 5 to demonstrate overlapping scope of services.
2. All students will be provided with high-quality classroom instruction and curriculum.	2, 4, 7, 8, 9	<p>Create collaborative teams of local district Alternative Education staff provide support and resources on effective instructional strategies.</p> <p>Develop student vocational pathways.</p> <p>Develop individualized student plans to include identified goals toward college/career readiness.</p> <p>Collaborate with Community</p>	Schoolwide		<p>Facilitate Alternative Education teams</p> <p>Develop Student Pathways</p> <p>Monitor Individual student plans</p> <p>2.0 certificated @ \$199,554 & 1.4 Administrators @ \$231,513</p> <p>* Of special note, in Section 3A general program staffing costs are duplicated in Goals 1, 2, 4, and 5 to demonstrate</p>	<p>Facilitate Alternative Education teams</p> <p>Develop Student Pathways</p> <p>Monitor Individual student plans</p> <p>2.0 certificated @ \$199,554 & 1.4 Administrators @ \$231,513</p> <p>* Of special note, in Section 3A general program staffing costs are duplicated in Goals 1, 2, 4, and 5 to demonstrate</p>	<p>Facilitate Alternative Education teams</p> <p>Develop Student Pathways</p> <p>Monitor Individual student plans</p> <p>2.0 certificated @ \$199,554 & 1.4 Administrators @ \$231,513</p> <p>* Of special note, in Section 3A general program staffing costs are duplicated in Goals 1, 2, 4, and 5 to demonstrate</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		College to offer Distance Learning program			overlapping scope of services. Distance Learning – federal funding \$46/unit x 10 students \$460	overlapping scope of services. Distance Learning – federal funding \$46/unit x 10 students \$460	overlapping scope of services. Distance Learning – federal funding \$46/unit x 10 students \$460
3. Students will engage in real life learning opportunities in the school setting.	5, 6, 8, 9	Provide field trip/pro-social activity and/or motivational speaker monthly. Provide students with rewards and incentives for motivation. Continue Regional Occupational Program/School To Career (ROP/STC) partnership	Schoolwide		Enrichment activities - Local Funding - AB1913 - transportation / materials / admittance fees \$6,000 / yr. Rewards and incentives: Grant Funding @ \$2,500/yr. Regional Occupational Program/School to Career (ROP/STC) partnership – Local Funding @ \$60,000	Enrichment activities - Local Funding - AB1913 - transportation / materials / admittance fees \$6,000 / yr. Rewards and incentives: Grant Funding @ \$2,500/yr. Regional Occupational Program/School to Career (ROP/STC) partnership – Local Funding @ \$60,000	Enrichment activities - Local Funding - AB1913 - transportation / materials / admittance fees \$6,000 / yr. Rewards and incentives: Grant Funding @ \$2,500/yr. Regional Occupational Program/School to Career (ROP/STC) partnership – Local Funding @ \$60,000
4. Students will participate in	4, 5, 6, 8, 9	Monthly peer to peer meetings.	Schoolwide		Wellness plan development	Wellness plan development	Wellness plan development

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
creating and maintaining a safe, healthy and productive school environment		<p>Provide parent education presentations around health, wellness and safety.</p> <p>Community partnership events with staff, students, families, and community partners.</p> <p>Staff will facilitate a student council to monitor cleanliness of campus</p> <p>Staff will participate in annual emergency preparedness trainings</p> <p>Students and staff participate in</p>			<p>Peer to peer meetings</p> <p>Create student council</p> <p>Emergency preparedness implementation</p> <p>Campus clean up events</p> <p>2.0 Certificated @ \$199,554</p> <p>1.4 Administrators @ \$231,513</p> <p>1.5 Classified Administrative secretarial @ \$101,130</p> <p>1.5 Classified paraeducator @ \$61,818</p> <p>* Of special note, in Section 3A</p>	<p>Peer to peer meetings</p> <p>Create student council</p> <p>Emergency preparedness implementation</p> <p>Campus clean up events</p> <p>2.0 certificated @ \$199,554 &</p> <p>1.4 Administrators @ \$231,513</p> <p>1.5 Classified Administrative secretarial @ \$101,130</p> <p>1.5 Classified paraeducator @ \$61,818</p> <p>* Of special note, in Section 3A</p>	<p>Peer to peer meetings</p> <p>Create student council</p> <p>Emergency preparedness implementation</p> <p>Campus clean up events</p> <p>2.0 certificated @ \$199,554 &</p> <p>1.4 Administrators @ \$231,513</p> <p>1.5 Classified Administrative secretarial @ \$101,130</p> <p>1.5 Classified paraeducator @ \$61,818</p> <p>* Of special note, in Section 3A</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		maintaining school garden Parents and community member campus clean-up events			general program staffing costs are duplicated in Goals 1, 2, 4, and 5 to demonstrate overlapping scope of services. Parent/Community wellness events Local Grant Funding \$2,500 / yr. School garden Development Grant Funding \$7,000	general program staffing costs are duplicated in Goals 1, 2, 4, and 5 to demonstrate overlapping scope of services. Parent/Community wellness events Local Grant Funding \$2,500 / yr. School garden Development Grant Funding \$7,000	general program staffing costs are duplicated in Goals 1, 2, 4, and 5 to demonstrate overlapping scope of services. Parent/Community wellness events Local Grant Funding \$2,500 / yr. School garden Development Grant Funding \$7,000
5. Increase parent involvement and awareness of programs and services	3, 5, 6, 8, 9, 10	Inventory, description, and evaluation of service providers	Schoolwide		Inventory, description and schedule of service providers Collaborative meetings to align goals Presentation to	Inventory, description and schedule of service providers Collaborative meetings to align goals Presentation to	Inventory, description and schedule of service providers Collaborative meetings to align goals Presentation to

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Create schedule of providers</p> <p>Collaborate with service providers to align provider goals with school goals</p> <p>Presentation to whole school community about services offered to Alternative Education students</p> <p>Provide information to parents through open house opportunities</p> <p>Parent newsletter 4 times per year</p>			<p>school community</p> <p>2.0 Certificated @ \$199,554</p> <p>1.4 Administrators @ \$231,513</p> <p>1.5 Classified Administrative secretarial @ \$101,130</p> <p>1.5 Classified paraeducator @ \$61,818</p> <p>* Of special note, in Section 3A general program staffing costs are duplicated in Goals 1, 2, 4, and 5 to demonstrate overlapping scope of services.</p>	<p>school community</p> <p>2.0 Certificated @ \$199,554</p> <p>1.4 Administrators @ \$231,513</p> <p>1.5 Classified Administrative secretarial @ \$101,130</p> <p>1.5 Classified paraeducator @ \$61,818</p> <p>* Of special note, in Section 3A general program staffing costs are duplicated in Goals 1, 2, 4, and 5 to demonstrate overlapping scope of services.</p>	<p>school community</p> <p>2.0 Certificated @ \$199,554</p> <p>1.4 Administrators @ \$231,513</p> <p>1.5 Classified Administrative secretarial @ \$101,130</p> <p>1.5 Classified paraeducator @ \$61,818</p> <p>* Of special note, in Section 3A general program staffing costs are duplicated in Goals 1, 2, 4, and 5 to demonstrate overlapping scope of services.</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3- Students will engage in real life learning opportunities in the school setting.	5, 6, 8, 9	<p>Low Income:</p> <p>Provide students with transportation to school related activities</p> <p>Continue nutrition and food program</p> <p>Provide translation at Family engagement activities</p> <p>Intervention instructional services</p> <p>Attendance incentives</p> <p>Multi-modality</p>			<p>Student transportation – Federal and Local funding @ \$2,500/year</p> <p>Breakfast program – Local Donations</p> <p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Supplemental Educational Services – Federal and Local funding @ \$20,000.</p>	<p>Student transportation – Federal and Local funding @ \$2,500/year</p> <p>Breakfast program – Local Donations</p> <p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Supplemental Educational Services – Federal and Local funding @ \$20,000.</p>	<p>Student transportation – Federal and Local funding @ \$2,500/year</p> <p>Breakfast program – Local Donations</p> <p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Supplemental Educational Services – Federal and Local funding @ \$20,000.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Instructional services</p> <p>English Learners and /Redesignated Fluent English Proficient students:</p> <p>Provide students with transportation to school related activities.</p>			<p>Attendance incentives and multi-modality instruction</p> <p>2.0 Certificated @ \$199,554</p> <p>1.4 Administrators @\$231,513</p> <p>* Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.</p> <p>Student transportation – Federal and Local funding @ \$2,500/year</p>	<p>Attendance incentives and multi-modality instruction</p> <p>2.0 Certificated @ \$199,554</p> <p>1.4 Administrators @\$231,513</p> <p>* Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.</p> <p>Student transportation – Federal and Local funding @ \$2,500/year</p>	<p>Attendance incentives and multi-modality instruction</p> <p>2.0 Certificated @ \$199,554</p> <p>1.4 Administrators @\$231,513</p> <p>* Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.</p> <p>Student transportation – Federal and Local funding @ \$2,500/year</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Continue nutrition and food program.</p> <p>Provide translation at enrichment and engagement activities</p> <p>Intervention instructional services</p> <p>Attendance incentives</p> <p>Multi-modality Instructional services</p>			<p>Breakfast program – Local Donations</p> <p>Translation – professional expert – Federal funds @ \$27,000.</p> <p>Supplemental Educational Services – Federal and Local funding @ \$20,000.</p> <p>Incentives and multi-modality instruction</p> <p>2.0 Certificated @ \$199,554</p> <p>1.4 Administrators @\$231,513</p>	<p>Breakfast program – Local Donations</p> <p>Translation – professional expert – Federal funds @ \$27,000.</p> <p>Supplemental Educational Services – Federal and Local funding @ \$20,000.</p> <p>Incentives and multi-modality instruction</p> <p>2.0 Certificated @ \$199,554</p> <p>1.4 Administrators @\$231,513</p>	<p>Breakfast program – Local Donations</p> <p>Translation – professional expert – Federal funds @ \$27,000.</p> <p>Supplemental Educational Services – Federal and Local funding @ \$20,000.</p> <p>Incentives and multi-modality instruction</p> <p>2.0 Certificated @ \$199,554</p> <p>1.4 Administrators @\$231,513</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Foster Youth:</p> <p>Provide students with transportation to school related activities.</p> <p>Continue nutrition and food program.</p> <p>Intervention instructional services</p> <p>Provide resources to support positive transitions to independence</p> <p>Attendance incentives</p> <p>Multi-modality Instructional</p>			<p>Student transportation – Federal and Local funding @ \$2,500/year</p> <p>Breakfast program – Local Donations</p> <p>Supplemental Educational Services – Federal and Local funding @ \$20,000.</p> <p>Professional expert support for therapeutic services – Federal funds @ \$27,000.</p> <p>Incentives and multi-modality instruction</p> <p>2.0 Certificated @ \$199,554</p>	<p>Student transportation – Federal and Local funding @ \$2,500/year</p> <p>Breakfast program – Local Donations</p> <p>Supplemental Educational Services – Federal and Local funding @ \$20,000.</p> <p>Professional expert support for therapeutic services – Federal funds @ \$27,000.</p> <p>Incentives and multi-modality instruction</p> <p>2.0 Certificated @ \$199,554</p>	<p>Student transportation – Federal and Local funding @ \$2,500/year</p> <p>Breakfast program – Local Donations</p> <p>Supplemental Educational Services – Federal and Local funding @ \$20,000.</p> <p>Professional expert support for therapeutic services – Federal funds @ \$27,000.</p> <p>Incentives and multi-modality instruction</p> <p>2.0 Certificated @ \$199,554</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		services			1.4 Administrators @\$231,513	1.4 Administrators @\$231,513	1.4 Administrators @\$231,513
5- Increase parent – guardian involvement and awareness of programs and services	3, 5, 6, 8, 9, 10	<p>Low Income pupils</p> <p>Provide translated presentation and written communications to families about services.</p> <p>Provide inventory, description and evaluation of service providers.</p> <p>Provide parent information event/s regarding program resources with food, childcare and translation.</p>			<p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Coordination of services</p> <p>Presentations and engagement opportunities to school community</p> <p>Parent newsletter – including translation</p> <p>2.0 Certificated staff @ \$199,554</p> <p>1.5 Administrative staff @ \$231,513</p> <p>1.5 Classified Administrative</p>	<p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Coordination of services</p> <p>Presentations and engagement opportunities to school community</p> <p>Parent newsletter – including translation</p> <p>2.0 Certificated staff @ \$199,554</p> <p>1.5 Administrative staff @ \$231,513</p> <p>1.5 Classified Administrative</p>	<p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Coordination of services</p> <p>Presentations and engagement opportunities to school community</p> <p>Parent newsletter – including translation</p> <p>2.0 Certificated staff @ \$199,554</p> <p>1.5 Administrative staff @ \$231,513</p> <p>1.5 Classified Administrative</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>English Learners and Designated Fluent English Proficient students:</p> <p>Provide translated presentation and written communications to families about services.</p> <p>Provide inventory,</p>			<p>secretarial @ \$101,130</p> <p>* Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.</p> <p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Coordination of services</p> <p>Presentations and engagement</p>	<p>secretarial @ \$101,130</p> <p>* Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.</p> <p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Coordination of services</p> <p>Presentations and engagement</p>	<p>secretarial @ \$101,130</p> <p>* Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.</p> <p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Coordination of services</p> <p>Presentations and engagement</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>description and evaluation of service providers.</p> <p>Provide parent information event/s regarding program resources with food, childcare and translation.</p> <p>Foster Youth:</p>			<p>opportunities to school community</p> <p>Parent newsletter – including translation</p> <p>2.0 Certificated staff @ \$199,554</p> <p>1.5 Administrative staff @ \$231,513</p> <p>1.5 Classified Administrative secretarial @ \$101,130</p> <p>* Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.</p>	<p>opportunities to school community</p> <p>Parent newsletter – including translation</p> <p>2.0 Certificated staff @ \$199,554</p> <p>1.5 Administrative staff @ \$231,513</p> <p>1.5 Classified Administrative secretarial @ \$101,130</p> <p>* Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.</p>	<p>opportunities to school community</p> <p>Parent newsletter – including translation</p> <p>2.0 Certificated staff @ \$199,554</p> <p>1.5 Administrative staff @ \$231,513</p> <p>1.5 Classified Administrative secretarial @ \$101,130</p> <p>* Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Provide translated presentation and written communications to families about services.</p> <p>Provide inventory, description and evaluation of service providers.</p> <p>Provide parent information event/s regarding program resources with food, childcare and translation.</p>			<p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Coordination of services</p> <p>Presentations and engagement opportunities to school community</p> <p>Parent newsletter – including translation</p> <p>2.0 Certificated staff @ \$216,000</p> <p>2.0 Certificated staff @ \$199,554</p> <p>1.5 Administrative staff @ \$231,513</p> <p>1.5 Classified</p>	<p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Coordination of services</p> <p>Presentations and engagement opportunities to school community</p> <p>Parent newsletter – including translation</p> <p>2.0 Certificated staff @ \$216,000</p> <p>2.0 Certificated staff @ \$199,554</p> <p>1.5 Administrative staff @ \$231,513</p> <p>1.5 Classified Administrative</p>	<p>Translation – professional expert – Federal funds @ \$27,000</p> <p>Coordination of services</p> <p>Presentations and engagement opportunities to school community</p> <p>Parent newsletter – including translation</p> <p>2.0 Certificated staff @ \$216,000</p> <p>2.0 Certificated staff @ \$199,554</p> <p>1.5 Administrative staff @ \$231,513</p> <p>1.5 Classified Administrative</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Administrative secretarial @ \$101,130 * Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.	secretarial @ \$101,130 * Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.	secretarial @ \$101,130 * Of special note, in Section 3B general program staffing costs are duplicated in Goals 3 and 5 to demonstrate overlapping scope of services.

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

The Marin County Office of Education Alternative Education low income, foster youth, and English learner pupils generate \$67,774 in supplemental and concentration funds. Because of the small, single site environment, schoolwide services are used as a means of providing improved services that include an individualized approach learning needs. Specifically, the approach is focused on engaging all students with relevant curriculum and hands on learning with a focus towards collaboration, creativity, problem solving and critical thinking. **The majority (75%) of the students in this program are English learners, low income or foster youth students.**

The school setting will be set up in a non-traditional manner in which various learning zones will be identified to support students in their core academics. **These funds will be used to support staffing that will be realigned to provide direct support within these learning zones.** The instructional zones will be focused on the following areas:

Zone 1: Collaborative Learning & Critical Thinking

Students will be working in small groups to develop proficiency on the common core standards in ELA or Mathematics. The instructor will use some form of problem or topic as a tool to engage the students in developing and mastering a common core standard/skill. In the zone staff will facilitate a conversation with students about their approach to solve the problem and provide some tangible evidence to demonstrate their standard proficiency.

Zone 2: Direct Instruction

In this zone the teacher will be providing direct instruction and guidance on supporting student's mastery of a common core standard in ELA or Mathematics. The group will be put together based on a common need and focus area. They will be working out of various resources from textbooks, magazines, internet, etc.

Zone 3: Independent Work & Technology Integration

In this zone students will be working independently at their own pace to master a specific topic identified by assessment. The area they are working on would be in conjunction with direct instruction lessons, but at a level where the student can work independently. A staff member will be present to respond to any questions or guidance the student may need in the setting. In this setting students could all be working on different standards and in different core areas based on their need.

These zones are designed to provide students with a rich, individualized and engaging educational environment with strong staffing support that includes staffing from other agencies and resources.

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

Additional parent engagement events will be provided to the parents and families of low income, foster youth, and English learner pupils.

These events will include specific outreach efforts, transportation, child care and evening dinner opportunities designed to educate and support the specific needs of the families of this student population. Similar parent engagement events are scheduled 2 times each year for all students. An additional parent engagement, specifically targeted to the families of these students will occur at the beginning of the school year. **This represents a proportionate increase in services of 33%. The percentage increase in funding for MCOE is 10.84%.**

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.