



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 3, 2016

Mary Jane Burke, County Superintendent of Schools
Marin County Office of Education
PO Box 4925
San Rafael, CA
94913-4925
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Dear Superintendent Burke:

It is a great pleasure to inform you that the State Superintendent of Public Instruction has approved the Marin County Office of Education's Local Control and Accountability Plan (LCAP) for the 2016-17 school year, pursuant to California *Education Code (EC)* Section 52070.5(d).

As you know, the Superintendent is required to review and approve the LCAP or the annual update to an existing LCAP prior to the approval of the LEA's adopted budget per *EC* Section 1622(b)(1)(C). You will receive an additional notification when the corresponding budget is approved.

On behalf of the Superintendent, we would like to thank you and your staff for your efforts towards continuing to increase student achievement and opportunities for every student to have a world-class education.

If you have any questions regarding this subject, please contact me by phone at 916-319-0303 or by e-mail at jbreshears@cde.ca.gov.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Breshears".

Jeff Breshears, Director
Local Agency Systems Support Office

JB:jb

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

LEA: [Marin's Community School](#)

Contact (Name, Title, Email, Phone Number): [Ken Lippi, Assistant Superintendent](#)

LCAP Year: 2016-2019



Introduction:

Marin's Community School (MCS) serves 7th-12th grade students who have been referred due to expulsion, excessive truancy and/or chronic insubordination. MCS operates a full day classroom program, an independent study option and the Marin County Juvenile Court classroom. The 2014-2015 school year began with the opening of the new MCS site, which is located on the Marin County Office of Education (MCOE) campus in state of the art 21st Century classrooms and meeting spaces. Our student population is reflective of higher number of low-income students with over 40% identified English Language Learners. Our student programs reflect the needs of our student population with high levels of intervention and the development of unique student pathways for academic success. Our LCAP goals are written to address the development of effective programming for students that may or may not remain with us through graduation. As much as possible we will use standardized metrics, however it may lend itself to the most accurate data as many of our students placed here do not remain on a year to year basis. Our programs do serve special education students (students with exceptional needs), however the proportion does not form a sub-group. These students have the opportunity to participate in all programs that Marin Community School offers as well as the support services they need in accordance with their IEP. Our programs emphasize multi-modal, hands on learning with a higher level of intervention strategies that target weaknesses in learning. Parents of students with exceptional needs are encouraged to attend all IEP meetings, participate in school activities and services that are available for their children. Student conferences are held as needed for parents of these students secondary to their educational supports. One of the instructional settings served by this LCAP is our juvenile court school. Coordination of information and delivery of services is done to ensure adequate educational programs occur for incarcerated youth.

Marin's Community School mission is to support students in building their academic skills while participating in curricular opportunities that address 21st Century learning. The academic programs are based on individual student performance-levels and designed to support student success in a small, alternative setting while providing a variety therapeutic services to support personal growth and success. Marin's Community School programs support students to earn credits toward graduation, increase positive attendance, and improve their classroom behavior. It is important to note that many of the measures that are required for this LCAP specific to Student Achievement, may not be the most reliable method of deriving outcomes for this metric. To that end, we have developed local measures that provide us with a means of measuring annual outcomes. The following state required metrics are not applicable and/or are difficult to measure:

CELDT progress and Reclassification rates are derived from an annual assessment. Most of our students are with us for a maximum of 6 months and therefore this test will not provide us with adequate longitudinal data. Participation rates for this



assessment are poor for those students that are in attendance during the testing window. Our program design with various intervention strategies that address the needs of all learners, especially those with second language and special education issues.

A-G requirements – not applicable. We emphasize credit recovery and real world experience in our programs as well as establishing goals for individual student success to return to district schools.

Participation in the Advance placement examination – our program does not offer Advanced Placement courses. Our students are working toward credit recovery in an effort to return to their district programs.

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
<ul style="list-style-type: none"> • February 10th, 2016: LCAP report on progress on action steps for each goal with staff. • March 9th, 2016: Board meeting – LCAP goals - progress • 4/4/16: Students and staff provide Feedback on goals / action steps (survey) in small groups @ WCR – Student facilitated • April 20th, 2016: Annual update: progress to date, feedback from students/staff • April 27, 2016: All team meeting; staff and community partners in attendance; bargaining units invited to attend. 	<p>As a result of stakeholder engagement, the following changes were made to the LCAP goals and action steps:</p> <p>Goal #1: Stakeholders: staff, students Staff feedback (community team meeting discussions) Changes: Professional development activities to include:</p> <ul style="list-style-type: none"> • Road to Success Academies: second year of implementation with mentors from LACOE • Next Generation Science Standards • Community Education Center (CEC) in Hamilton, Novato: related to Maker Movement and other hands-on opportunities provided for students at the CEC • Focus on technology: implementation of Google Classroom <p>Student feedback (small group survey) Changes: Academic intervention strategies</p> <ul style="list-style-type: none"> • Planning high-interest student activities that are used regularly in class <p>Goal #2: Stakeholders: staff, students, parents/guardians, bargaining units Staff feedback (community team meeting discussions) Changes: High quality instruction that includes in class learning as well as authentic real life learning opportunities</p> <ul style="list-style-type: none"> • End of school year field trip for students who have 5 or fewer all day unexcused absences • Monthly chart of student behavior to reward the whole school community for improvements to repeated negative behaviors <p>Staff / bargaining units feedback (all team meeting) Changes: Skills-based report cards</p> <ul style="list-style-type: none"> • Create and implement Common Core Math aligned report card

	<p>supplement to accompany skills-based report cards</p> <ul style="list-style-type: none"> • Complete design with focus on: creativity, collaboration, communication • Implement for first quarter 2016-17 • Add participation tracking component <p>Student feedback: (small group survey) Changes: Food service Implement lunch program that meets federal guidelines and appeals to students</p> <p>Staff feedback: (community team meeting discussions) Parent / guardians: (School Site Council meetings) Changes: Enrollment in Regional Occupational Program / School to Career (ROP / STC) offerings to improve engagement and offer hands-on learning:</p> <ul style="list-style-type: none"> • Short burst experiences (2-4 week long internships) • More immediate and more frequent monetary distribution Financial literacy focus for all students who are participating <p>Staff feedback: (community team meeting discussions) Student feedback: (small group survey) Changes: Provide field trip / pro-social activity and/or motivational speakers:</p> <ul style="list-style-type: none"> • Educational field trips aligned with themes • Motivational speakers followed by field visit related to speaker topic More relatable speakers – alumnus / young speakers <p>Goal #3: Stakeholders: staff, students, parents/guardians, bargaining units</p> <ul style="list-style-type: none"> • Parent/guardian feedback (School Site Council meetings, parent education meeting survey) <p>Changes: Parent/Community wellness events – quarterly:</p>
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	<ul style="list-style-type: none"> • Drug education • Teen stress and the teenage brain • College / career readiness • Parenting strategies for at-risk and high-risk youth <p>Staff feedback: (community team meeting discussions) Student feedback: (small group survey) Changes: Create a disciplinary council</p> <ul style="list-style-type: none"> • 4 members of advisory council • Hear cases of vandalism, disrespectful behavior, class disruption, non-productive behavior <p>Set reasonable consequences with support from staff advisor</p> <p>Staff feedback: (community team meeting discussions) Parent/guardian feedback: (parent education event survey) Changes: Restorative practice for negative behaviors</p> <ul style="list-style-type: none"> • Staff on site provide support and supervision to students entering and exiting campus safely; supervising and supporting classroom and non-classroom activities • Staff will create effective means of restorative practice related to in-house suspension • Students and staff will work together to create practice Based on behavior issues and making connections <p>Staff feedback / bargaining unit feedback: (all team meeting) Changes: Implement participation tracking through a point records system.</p>
<p>Annual Update: School Site Council</p> <ul style="list-style-type: none"> • September 9th, 2015: Review of LCAP goals and action plan • October 7th, 2015: Title I Annual Meeting: LCAP goals as related to Title I funds • November 4th, 2015: LCAP report on collecting evidence 	<p>Annual Update: Stakeholders provided input on our LCAP 15-16 goals was through a series of activities scheduled throughout the year. We began our discussions with staff, students, School Site Council (also serving as the Advisory Committee), parents/guardians, and community partners the purpose of goals, how they drive program</p>

- December 9th, 2015: LCAP report on progress on action steps for each goal
- February 10th, 2016: LCAP report on progress on action steps for each goal
- March 9th, 2016: Share out on Board meeting and Prezi slides – LCAP goals
- April 20th, 2016: Annual update: what we've done, feedback from students/staff

Students: Whole school meetings

- 8/28/15: LCAP goals for the year
- 9/25/15: Feedback on school program (survey) and progress on goals
- 10/16/15: 1st student exhibition – student evidence of goal #2
- 11/16/15: Walker Creek Ranch – health and wellness focus: goal #3
- 12/4/15: Feedback on school program (survey) and progress on goals
- 12/18/15: 2nd student exhibition – student evidence of goal #3
- 1/8/16: Feedback on 1st semester, goals/action steps for 2nd semester
- 3/18/16: 3rd student exhibition – student evidence of goal #2
- 4/4/16: Feedback on goals / action steps (survey) in small groups @ WCR

Parent / guardian community:

- 9/16/15: Back to school night: LCAP goals/action steps introduced
- 10/16/15: 1st student exhibition – parent involvement: evidence of goal #4
- 12/10/15: Parent survey #1 sent out
- 12/18/15: 2nd student exhibition – parent involvement: evidence of goal #4
- 3/18/16: 3rd student exhibition – parent involvement: evidence of goal #4
- 4/20/16: Open house: discussion on LCAP annual update and goals
- 5/4/16: Parent survey #2: send out

implementation and how action steps are connected to the goals in the beginning of the school year. Opportunities for stakeholders to provide input in a non-judgmental forum as they related to our goals/action steps was encouraged from the outset of the school year. During these discussions, stakeholders were asked to draw on their experiences with goal setting and how they have worked to show evidence that goals are being addressed.

Throughout the first semester, stakeholders were given updates on progress towards our goals and collection of evidence related to action steps. Stakeholders engaged in considerable discussion about the process of collecting evidence and what good evidence looks like. Stakeholders provided regular input on identified types of evidence being collected as well as progress toward goals as a school community. We had small group discussions, one-on-one discussions with community partners, small parent/guardian group discussions, and whole school community discussions.

As we began working on our Annual Update, stakeholders were again invited to provide feedback on each goal area. We had numerous discussions about evidence in action steps, which goals need more attention in 2016-17, and which action steps may be changed or taken out of our LCAP. Students participated in small group discussions about our goals for this year and what they would like to see change for next year. It was in these discussions that students asked to be included in decision making more often than they had this year. Through the feedback with our various stakeholders, we were able to fine tune the priorities for our 2016-17+ LCAP and what we need to address in moving forward.

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?

GOAL:	1. Educators will participate in high quality professional development		Related State and/or Local Priorities: 1__x 2__x 3__ 4__ 5__x 6__ 7__x 8__x COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Highly qualified teachers with professional development in all academic areas as well as best practices in dealing with at risk youth, cultural competency			
Goal Applies to:	Schools:	Marin’s Community School		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Marin’s Community School operates a program for a more transient student population. The Expected Annual Measurable Outcomes from year to year reflect this itinerant population.			
	<ul style="list-style-type: none"> • Staff will be trained in best practice instruction and intervention for high risk students, including English Learners. • Students will participate in coursework aligned to common core state standards and on standardized and local assessments. • Student programs will emphasize intervention strategies, hands on, high interest learning for at risk populations. • Students will participate and regularly attend school. Metric: <ul style="list-style-type: none"> • Growth against standards based report card – establish baseline of number of students making growth in all subject areas. • Increased participation rate across all subjects (baseline not measured at this level); increase coursework completion from 64% to 75% for all students • Improved School Attendance Rates (Attendance in school) across the entire year – increase to 70% average daily attendance per quarter • Chronic Absenteeism, - maintain consistent rate below 20% per quarter • Graduation rates, - internal rate – end of year, 40% of eligible students • Dropout rates (middle and high), - fewer than 1% a quarter • Other Local Measures (Registration in trainings – staff), • Behavior documentation for students – reduce the frequency to fewer than 10% a quarter in 1) inappropriate behavior; 2) racial slurs; 3) drug use. Reduce the number of disciplinary actions to fewer than 15 a quarter. • Participation rates on assessments to increase from 57% to 75-80%; • Highly Qualified status for all staff 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development activities to include:		All action	_X_ ALL	Administrator

<ul style="list-style-type: none"> • Cultural Sensitivity; Trauma Informed Instruction • Common Core State Standards: ELA/ELD, Math • Road to Success Academies: second year of implementation with mentors from LACOE • Behavior Intervention Strategies • New Generation Science Standards • Community Education Center (CEC) in Hamilton, Novato: related to Maker and other hands-on opportunities provided for students at the CEC • Focus on technology: implementation of Google Classroom 	<p>steps are for all alternative education programs - schoolwide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salary and Benefits \$155,246 (LCFF, Title IA and AB1913)</p> <p>Road to Success Academies contract: \$16,000 (Title IA & EEBG)</p> <p>Various Workshops: \$2,000 (Title IA)</p> <p>Certificated Salary and Benefits \$329,047 (LCFF, Special Education)</p> <p>Classified salary and benefits - \$56,167 (Title IA & D, Grant -AB 1913)</p>
<p>Curriculum Team Meetings topics to include:</p> <ul style="list-style-type: none"> • Lesson and unit design • Project Based Learning (PBL) strategies • Behavioral intervention strategies • Road to Success Academies strategies • Academic Intervention strategies for instruction • Implementation and evaluation of skills-based report card 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Program Manager Costs included in Goal 1 Action</p> <p>Certificated costs included in Goal 1 Action 1</p>

<p>Implementation of academic intervention strategies:</p> <ul style="list-style-type: none"> Individualized instruction for particular students Meaningful assignments that can accompany students working independently Planning high-interest student activities that are used regularly in class 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Edmentum Contract for PLATO: \$27,000 (Title IA & D)</p>
<p>Implementation of academic intervention strategies:</p> <ul style="list-style-type: none"> Individualized instruction for particular students Meaningful assignments that can accompany students working independently Planning Culturally relevant student activities that are used regularly in class 		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless; Incarcerated youth; special education</u></p>	<p>Edmentum Contract for PLATO: \$27,000 (Title I A & D)</p> <p>Tutoring no cost</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ul style="list-style-type: none"> Staff will be trained in best practice instruction and intervention for high risk students, including English Learners. Students will participate in coursework aligned to common core state standards and on standardized and local assessments. Student programs will emphasize intervention strategies, hands on, high interest learning for at risk populations. Students will participate and regularly attend school. Growth against standards based report card – establish baseline of number of students making growth in all subject areas. Increased participation rate across all subjects (baseline not measured at this level); increase coursework completion from 64% to 75% for all students Improved School Attendance Rates (Attendance in school) across the entire year – increase to 70% average daily attendance per quarter Chronic Absenteeism, - maintain consistent rate below 20% per quarter Graduation rates, - internal rate – end of year, 40% of eligible students Dropout rates (middle and high), - fewer than 1% a quarter Other Local Measures (Registration in trainings – staff), Behavior documentation for students – reduce the frequency to fewer than 10% a quarter in 1) inappropriate behavior; 2) racial slurs; 3) drug use. Reduce the number of disciplinary actions to fewer than 15 a quarter. Participation rates on assessments to increase from 57% to 80% for existing students – this rate will need to be adjusted for new students to the program; Highly Qualified status for all staff 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

<p>Professional development activities to include:</p> <ul style="list-style-type: none"> • Continue Cultural Sensitivity; Trauma Informed Instruction for a new population of students and changing practices in Cultural Sensitivity and Trauma Informed Instruction • Maintain and expand the use of Common Core State Standards: ELA/ELD, Math • Road to Success Academies: third year of implementation with coaching (LACOE mentorship changes from second year to third year by providing coaching when needed, but not direct mentoring like in year 2) • Continue Behavior Intervention Strategies training for a new population of students and changing practices in Behavior Intervention Strategies. • Next Generation Science Standards implementation • Community Education Center (CEC) in Hamilton, Novato: related to Maker and other hands-on opportunities provided for students at the CEC, only needed with staff changes • Focus on technology: implementation of Google Classroom as new students and staff are on boarded 	<p>All action steps are for all alternative education programs - schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrator Salary \$161,456 (LCFF, Title IA and AB1913)</p> <p>Road to Success Academies contract: \$16,000 (Title IA & EEBG)</p> <p>Various Workshops: \$2,000 (Title IA)</p> <p>Certificated Salary and Benefits \$342,210 (LCFF, Special Education)</p> <p>Classified salary and benefits - \$58,414 (Title IA & D, Grant – AB1913)</p>
<p>Curriculum Team Meetings topics to include:</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>Program</p>

<ul style="list-style-type: none"> Continued focus on lesson and unit design Collect data on effective implementation of Project Based Learning (PBL) strategies Continued focus on behavioral intervention strategies with implementation of new strategies on a monthly basis Collect data on effective Road to Success Academies strategies Continued focus on academic Intervention strategies for instruction Collect data on the effective implementation of skills-based report card 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Manager Included in Goal 1 Action 1</p> <p>Certificated costs in Goal 1 Action 1</p>
<p>Implementation of academic intervention strategies:</p> <ul style="list-style-type: none"> Collect data on effective individualized instruction for particular students Continue creating meaningful assignments that can accompany students working independently Continue planning high-interest student activities that are used regularly in class 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Edmentum Contract for PLATO: \$27,000 (Title IA & D)</p> <p>Tutoring no cost</p>
<p>Implementation of academic intervention strategies:</p> <ul style="list-style-type: none"> Collect data on effective individualized instruction for particular students Continue creating meaningful assignments that can accompany students working independently Continue planning high-interest student activities that are used regularly in class 		<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless youth; Incarcerated youth; special education</u></p>	<p>Edmentum Contract for PLATO: \$27,000 (Title IA & D)</p> <p>Tutoring no cost</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Marin’s Community School operates a program for a more transient student population. The Expected Annual Measurable Outcomes from year to year reflect this itinerant population.</p> <p>Need:</p> <ul style="list-style-type: none"> Staff will be trained in best practice instruction and intervention for high risk students, including English Learners. Students will participate in coursework aligned to common core state standards and on standardized and local assessments. Student programs will emphasize intervention strategies, hands on, high interest learning for at risk populations. Students will participate and regularly attend school. <p>Metric:</p> <ul style="list-style-type: none"> Growth against standards based report card – establish baseline of number of students making growth in all subject areas. Increased participation rate across all subjects (baseline not measured at this level); increase coursework completion from 64% to 75% for
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	<p>all students</p> <ul style="list-style-type: none"> • Improved School Attendance Rates (Attendance in school) across the entire year – increase to 70% average daily attendance per quarter • Chronic Absenteeism, - maintain consistent rate below 20% per quarter • Graduation rates, - internal rate – end of year, 40% of eligible students • Dropout rates (middle and high), - fewer than 1% a quarter • Other Local Measures (Registration in trainings – staff), • Behavior documentation for students – reduce the frequency to fewer than 10% a quarter in 1) inappropriate behavior; 2) racial slurs; 3) drug use. Reduce the number of disciplinary actions to fewer than 15 a quarter. • Participation rates on assessments to increase from 57% to 80% for existing students – this rate will need to be adjusted for new students to the program; <p>Highly Qualified status for all staff</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional development activities to include:</p> <ul style="list-style-type: none"> • Continue Cultural Sensitivity; Trauma Informed Instruction for a new population of students and changing practices in Cultural Sensitivity and Trauma Informed Instruction • Maintain and expand the use of Common Core State Standards: ELA/ELD, Math • Maintain and expand use of Road to Success Academies • Continue Behavior Intervention Strategies training for a new population of students and changing practices in Behavior Intervention Strategies. • Collect data on effective implementation of New Generation Science Standards • Community Education Center (CEC) in Hamilton, Novato: related to Maker and other hands-on opportunities provided for students at the CEC, only needed with staff changes • Focus on technology: implementation of Google Classroom as new students and staff are on boarded 	<p>All action steps are for all alternative education programs - schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrator \$161,456 (LCFF, Title IA and AB1913)</p> <p>Road to Success Academies contract: \$16,000 (Title IA & EEBG)</p> <p>Various Workshops: \$2,000 (Title IA)</p> <p>Certificated Salary and Benefits \$342,210 (LCFF, Special Education)</p> <p>Classified salary</p>

			and benefits - \$58,414 (Title I A & D, Grant – AB1913)
Curriculum Team Meetings topics to include: <ul style="list-style-type: none"> Continued focus on lesson and unit design Make changes to implementation of Project Based Learning (PBL) strategies based on evaluating data Continued focus on behavioral intervention strategies with implementation of new strategies on a bi-weekly basis Make changes to effective Road to Success Academies strategies based on evaluating data Continued focus on academic Intervention strategies for instruction Continue the implementation of skills-based report card and evaluate data on the effectiveness 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Program Manager and Certificated staff costs in Goal 1 Action 1
Implementation of academic intervention strategies: <ul style="list-style-type: none"> Make changes to effective individualized instruction for particular students based on data evaluation Continue creating meaningful assignments that can accompany students working independently Continue planning high-interest student activities that are used regularly in class 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Edmentum Contract for PLATO: \$27,000 (Title IA & D) Tutoring no cost

GOAL:	2. All students will be provided with high-quality education with a broad course of study that includes in class learning as well as authentic real life learning opportunities	Related State and/or Local Priorities:	
		1__ 2_x 3__ 4_x 5__ 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify <u>Participation rates</u>	
Identified Need :	Authentic learning that is based on Common Core combined with relevant real-life learning for high risk students.		
Goal Applies to:	Schools:	Marin’s Community School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			

Expected Annual Measurable Outcomes:

Much of this goal relies on students be present to learn. Local measures of participation and closely monitored attendance accompany this goal closely – students need to be present to learn.

Students develop academic goals aligned with Common Core State Standards.

Students will participate in hands-on learning aligned to Common Core State Standards.

Students begin developing college and career readiness skills.

Students will be provided with the opportunity to participate in internships and occupational programs.

Students will be provided with sufficient instructional text.

Metrics:

- Growth against standards based report card – establish baseline of number of students making growth in all subject areas.
- Skills aligned reports cards
- Increased participation in standardized testing Standardized tests (Standardized Statewide Assessment data) to 50% at all tested levels – current participation rate (grade 7 @ 5%; grade 8 @ 7% and grade 11 @ 9%)
- Local measure – all students are assessed upon entry to determine what intervention services are needed – PLATO assessment participation rate @ 57% - to increase to 85%
- Improved School Attendance Rates (Attendance in school) across the entire year – increase to 70% average daily attendance per quarter
- Chronic Absenteeism, - maintain consistent rate below 20% per quarter
- Graduation rates, - internal rate – end of year, 40% of eligible students
- Dropout rates (middle and high), - fewer than 1% a quarter
- Participation rates on assessments to increase from 57% to 80% for existing students – this rate will need to be adjusted for new students to the program;
- Participation rates in class – establish consistent means of measuring participation across staff and courses. Current method is with stamps for positive participation. Participation in coursework @ ~64%;
- Participation in internships and occupational programs: Increase to 75% in ROP programs and 50% in internship programs – year to year – contingent upon enrollment.
- Student/staff surveys to ascertain participation of students, effectiveness of program/curriculum.
- Student academic goal development – to 75% of all students in ELA and Mathematics
- Rate of community college course completion – from 0 eligible students participating – The outcome measure will be dictated by the number of eligible 11th and 12th graders starting with our program each year/semester.
- Identification of expelled students countywide and subsequent school placement
- Behavior documentation for students – reduce the frequency to fewer than 10% a quarter in 1) inappropriate behavior; 2) racial slurs; 3) drug use. Reduce the number of disciplinary actions to fewer than 15 a quarter.
- Suspension rates – (this is directly tied to the behavior data just above) reduce number of suspension within each quarter to less than 24 (2015-16: q1 – 24; q2 – 34; q3 – 48)
- Expulsion rates do not apply as our students are enrolled due to their status as expelled students from district program
- Number / measure of students that are returned to district program – This number is contingent on student eligibility and appropriateness – 100% of students that are eligible to return, will be the ongoing goal.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement individual learning and social emotional plans for students using statewide assessment data as well as local assessments and inventory tools:</p> <ul style="list-style-type: none"> • Students use data from their plans to create and maintain an electronic portfolio • Provide evidence of growth in areas of academic achievement, assessments, social emotional growth, and involvement in college and career action steps 	<p>All action steps are for all alternative education programs - schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrator salary – identified in Goal 1 Action 1</p> <p>Certificated teachers – salary and benefits identified in Goal 1 Action 1</p> <p>Chromebooks and classroom peripherals: \$20,000 (Title IA/D)</p>
<p>Provide incentives for students who demonstrate positive or improved attendance and participation in the form of:</p> <ul style="list-style-type: none"> • Gift cards • Special activities • Public recognition • Recommendation for return to district as appropriate • Provide food rewards • End of school year field trip for students who have 5 or fewer all day unexcused absences • Monthly chart of student behavior to reward the whole school community for improvements in behavior 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Incentives: \$4,000 (Alt Ed Donations)</p> <p>Field Trips \$8,000 (AB1913 & Alt Ed Donations)</p> <p>Administrator salary – included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p> <p>Classified paraeducator salary and benefits in Goal 1 Action 1</p> <p>Classified Secretarial:</p>

			<p>\$173,877 (Title I A, D, AB 1913, LCFF)</p> <p>Canal Welcome Center Contract; \$4,000 (AB1913)</p>
<p>Implement Common Core State Standards Mathematics curriculum:</p> <ul style="list-style-type: none"> • Purchase Board approved math textbooks • Develop hands-on activities to accompany new curriculum • Create and implement Common Core Math aligned report card supplement to accompany skills-based report cards 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Textbooks: \$4,000 (Title ID)</p> <p>Program Manager, Costs included in Goal 1 Action step 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p>
<p>4 Cs of Common Core: Skills-based report cards inclusive of: communication, creativity, collaboration, critical thinking</p> <ul style="list-style-type: none"> • Complete design with focus on: creativity, collaboration, communication • Implement for first quarter 2016-17 • Add participation tracking component 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Program Manager costs included in Goal 1 Action step 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p>
<p>Provide transportation for students to ensure attendance at school:</p> <ul style="list-style-type: none"> • Access a secondary van to provide morning transportation to Canal neighborhood and Southern Marin 		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center Contract: \$25,000 (AB1913, LCFF Supplemental)</p>
<p>Focus on food service:</p> <ul style="list-style-type: none"> • Provide hot breakfast program • Implement lunch program that meets federal guidelines and appeals to students 		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Lunch contract: \$10,000 (Alt Ed Donations)</p> <p>Breakfast program donated by church</p>
<p>Enrollment in Regional Occupational Program / School to</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>ROP Classes:</p>

<p>Career (ROP / STC) offerings to improve engagement and offer hands-on learning:</p> <ul style="list-style-type: none"> • Short burst experiences (2-4 week long internships) • More immediate and more frequent monetary distribution • Financial literacy focus for all students who are participating 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2 sections \$36,000 (AB1913)</p> <p>Internship Staff: \$94,011 (AB1913, Local grant)</p> <p>Internship scholarships: \$20,000 (AB1913, Title IA & D, Alt Ed Donations)</p>
<p>Provide field trip / pro-social activity and/or motivational speakers:</p> <ul style="list-style-type: none"> • Educational field trips aligned with themes • Motivational speakers followed by field visit related to speaker topic • More relatable speakers – alumnus / young speakers 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Field Trip costs included above in Goal 1 Action 1</p> <p>Speakers: \$1,500 (AB1913)</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Much of this goal relies on students be present to learn. Local measures of participation and closely monitored attendance accompany this goal closely – students need to be present to learn.</p> <p>Students develop academic goals aligned with Common Core State Standards. Students will participate in hands-on learning aligned to Common Core State Standards. Students begin developing college and career readiness skills. Students will be provided with the opportunity to participate in internships and occupational programs. Students will be provided with sufficient instructional text.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Growth against standards based report card – establish baseline of number of students making growth in all subject areas. • Skills aligned reports cards • Increased participation in standardized testing Standardized tests (Standardized Statewide Assessment data) to 50% at all tested levels – current participation rate (grade 7 @ 5%; grade 8 @ 7% and grade 11 @ 9%) • Local measure – all students are assessed upon entry to determine what intervention services are needed – PLATO assessment participation rate @ 57% - to increase to 85% • Improved School Attendance Rates (Attendance in school) across the entire year – increase to 70% average daily attendance per quarter • Chronic Absenteeism, - maintain consistent rate below 20% per quarter
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	<ul style="list-style-type: none"> • Graduation rates, - internal rate – end of year, 40% of eligible students • Dropout rates (middle and high), - fewer than 1% a quarter • Participation rates on assessments to increase from 57% to 80% for existing students – this rate will need to be adjusted for new students to the program; • Participation rates in class – establish consistent means of measuring participation across staff and courses. Current method is with stamps for positive participation. Participation in coursework @ ~64%; • Participation in internships and occupational programs: Increase to 75% in ROP programs and 50% in internship programs – year to year – contingent upon enrollment. • Student/staff surveys to ascertain participation of students, effectiveness of program/curriculum. • Student academic goal development – to 75% of all students in ELA and Mathematics • Rate of community college course completion – from 0 eligible students participating – The outcome measure will be dictated by the number of eligible 11th and 12th graders starting with our program each year/semester. • Identification of expelled students countywide and subsequent school placement • Behavior documentation for students – reduce the frequency to fewer than 10% a quarter in 1) inappropriate behavior; 2) racial slurs; 3) drug use. Reduce the number of disciplinary actions to fewer than 15 a quarter. • Suspension rates – (this is directly tied to the behavior data just above)reduce number of suspension within each quarter to less that 24 (2015-16: q1 – 24; q2 – 34; q3 – 48) • Expulsion rates do not apply as our students are enrolled due to their status as expelled students from district program <p>Number / measure of students that are returned to district program – This number is contingent on student eligibility and appropriateness – 100% of students that are eligible to return, will be the ongoing goal.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement individual learning and social emotional plans for students using statewide assessment data as well as local assessments and inventory tools:</p> <ul style="list-style-type: none"> • Continue to have students use data from their plans to create and maintain an electronic portfolio for students who are new or continuing in program • Students continue to provide evidence of growth in areas of academic achievement, assessments, social emotional growth, and involvement in college and career action steps 	<p>All action steps are for all alternative education programs - schoolwide</p>	<p><u> </u> x ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>Chromebook replacement: \$5,000 (Title IA & D)</p> <p>Program Manager, Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p>
<p>Provide incentives for students who demonstrate positive or</p>		<p><u> </u> x ALL</p>	<p>Incentives:</p>

<p>improved attendance and participation in the form of:</p> <ul style="list-style-type: none"> • Student choice gift cards • Survey informed special activities • Bi-weekly public recognition • Continued recommendation for return to district as appropriate • Off campus food rewards • Continued incentive of end of school year field trip for students who have 5 or fewer all day unexcused absences • Bi-monthly chart of student behavior to reward the whole school community for improvements to repeated negative behaviors 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,000 (Alt Ed Donations)</p> <p>Field Trips \$8,000 (AB1913 and Alt Ed Donations)</p> <p>Program Manager, Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p> <p>Classified paraeducator costs included in Goal 1, Action 1</p> <p>Classified Secretarial: \$189832 (Title I A & D, LCFF)</p> <p>Canal Welcome Center Contract; \$4,000</p>
<p>Continue to develop course of study for Common Core State Standards Mathematics curriculum:</p> <ul style="list-style-type: none"> • Continue to use Board approved math textbooks • Implement hands-on activities to accompany new curriculum 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Replacement texts \$500 (Title ID)</p> <p>Program Manager, Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action</p>

<p>Implement Next Generation Science Standards curriculum:</p> <ul style="list-style-type: none"> Investigate materials Implement hands-on activities to accompany new curriculum Collect data on effectiveness of NGSS report card considerations 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Program Manager, Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p>
<p>4 Cs of Common Core: Skills-based report cards inclusive of: communication, creativity, collaboration, critical thinking</p> <ul style="list-style-type: none"> Fully implement with focus on: creativity, collaboration, communication, and critical thinking Implement for first quarter of each school year Use participation tracking component 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Program Manager, Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p>
<p>Provide transportation for students to ensure attendance at school:</p> <ul style="list-style-type: none"> Continued use of 2 school vans to provide morning transportation to Canal neighborhood and Southern Marin 		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Canal Welcome Center Contract: \$25,000 (LCFF Supplemental, AB1913)</p>
<p>Focus on food service:</p> <ul style="list-style-type: none"> Continue to provide hot breakfast program Continued participation in lunch program that meets federal guidelines and appeals to students 		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Lunch contract: \$10,000 (Alt Ed Donations)</p> <p>Breakfast program donated by church</p>
<p>Enrollment in Regional Occupational Program / School to</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>ROP Classes:</p>

<p>Career (ROP / STC) offerings to improve engagement and offer hands-on learning:</p> <ul style="list-style-type: none"> • Collect data on effectiveness of short burst experiences (2-4 week long internships) • Continued motivational strategy of more immediate and more frequent monetary distribution • Continue financial literacy focus for all students who are participating 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2 sections \$36,000 (AB1913)</p> <p>Internship Staff: \$97,771 (AB1913 And Local grant)</p> <p>Internship scholarships: \$20,000 (AB1913, Title IA & D, Alt Ed Donations)</p>
<p>Provide field trip / pro-social activity and/or motivational speakers:</p> <ul style="list-style-type: none"> • Student selected educational field trips relevant to themes and students’ lives • Monthly motivational speakers followed by field visit related to speaker topic • Majority of speakers are more relatable speakers – alumnus / young speakers 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Field Trip costs included above in Goal 1 Action 1</p> <p>Speakers: \$1,500 (AB1913)</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Much of this goal relies on students be present to learn. Local measures of participation and closely monitored attendance accompany this goal closely – students need to be present to learn.</p> <p>Students develop academic goals aligned with Common Core State Standards. Students will participate in hands-on learning aligned to Common Core State Standards. Students begin developing college and career readiness skills. Students will be provided with the opportunity to participate in internships and occupational programs. Students will be provided with sufficient instructional text.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Growth against standards based report card – establish baseline of number of students making growth in all subject areas. • Skills aligned reports cards • Increased participation in standardized testing Standardized tests (Standardized Statewide Assessment data) to 50% at all tested levels – current participation rate (grade 7 @ 5%; grade 8 @ 7% and grade 11 @ 9%) • Local measure – all students are assessed upon entry to determine what intervention services are needed – PLATO assessment participation rate @ 57% - to increase to 85%
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	<ul style="list-style-type: none"> Improved School Attendance Rates (Attendance in school) across the entire year – increase to 70% average daily attendance per quarter Chronic Absenteeism, - maintain consistent rate below 20% per quarter Graduation rates, - internal rate – end of year, 40% of eligible students Dropout rates (middle and high), - fewer than 1% a quarter Participation rates on assessments to increase from 57% to 80% for existing students – this rate will need to be adjusted for new students to the program; Participation rates in class – establish consistent means of measuring participation across staff and courses. Current method is with stamps for positive participation. Participation in coursework @ ~64%; Participation in internships and occupational programs: Increase to 75% in ROB programs and 50% in internship programs – year to year – contingent upon enrollment. Student/staff surveys to ascertain participation of students, effectiveness of program/curriculum. Student academic goal development – to 75% of all students in ELA and Mathematics Rate of community college course completion – from 0 eligible students participating – The outcome measure will be dictated by the number of eligible 11th and 12th graders starting with our program each year/semester. Identification of expelled students countywide and subsequent school placement Behavior documentation for students – reduce the frequency to fewer than 10% a quarter in 1) inappropriate behavior; 2) racial slurs; 3) drug use. Reduce the number of disciplinary actions to fewer than 15 a quarter. Suspension rates – (this is directly tied to the behavior data just above)reduce number of suspension within each quarter to less that 24 (2015-16: q1 – 24; q2 – 34; Q3 – 48) Expulsion rates do not apply as our students are enrolled due to their status as expelled students from district program <p>Number / measure of students that are returned to district program – This number is contingent on student eligibility and appropriateness – 100% of students that are eligible to return, will be the ongoing goal.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement individual learning and social emotional plans for students using statewide assessment data as well as local assessments and inventory tools:</p> <ul style="list-style-type: none"> Continue to have students use data from their plans to create and maintain an electronic portfolio for students who are new or continuing in program Staff mentor provides evidence of growth in areas of academic achievement, assessments, social emotional growth, and involvement in college and career action step 	<p>All action steps are for all alternative education programs - schoolwide</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>Chromebook replacement: \$5,000 (Title IA & D)</p> <p>Program Manager, Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p>
<p>Provide incentives for students who demonstrate positive or</p>		<p><u> </u> ALL</p>	<p>Incentives:</p>

<p>improved attendance and participation in the form of:</p> <ul style="list-style-type: none"> • Survey informed gift cards • Survey informed special activities • Weekly public recognition • Continued recommendation for return to district as appropriate • Off campus food rewards and post reward activity • Continued incentive of end of school year field trip for students who have 5 or fewer all day unexcused absences • Quarterly chart of student behavior to reward the whole school community for improvements to repeated negative behaviors 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,000 (Alt Ed Donations)</p> <p>Field Trips \$8,000 (AB1913 and Alt Ed Donations)</p> <p>Program Manager, Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p> <p>Classified paraeducator costs included in Goal 1, Action 1</p> <p>Classified Secretarial: \$180839 (LCFF)</p> <p>Canal Welcome Center Contract; \$4,000</p>
<ul style="list-style-type: none"> • Continue to implement and incorporate STEM programming with Next Generation Science Standards • Materials for hands on learning • Field trips for authentic look at how science is used in real life 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Replacement texts \$500 (Title ID)</p> <p>Program Manager, Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p>
<p>4 Cs of Common Core: Skills-based report cards inclusive of:</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>Program Manager,</p>

<p>communication, creativity, collaboration, critical thinking</p> <ul style="list-style-type: none"> Collect data on the full implementation with focus on: creativity, collaboration, communication, and critical thinking Implement use for progress report period of each quarter (half way through quarter) Students help to create participation tracking component 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p>
<p>Provide transportation for students to ensure attendance at school:</p> <ul style="list-style-type: none"> Evaluate data on effectiveness of 2 school vans to provide morning transportation to Canal neighborhood and Southern Marin 		<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center Contract: \$25,000 (LCFF Supplemental, AB1913)</p>
<p>Enrollment in Regional Occupational Program / School to Career (ROP / STC) offerings to improve engagement and offer hands-on learning:</p> <ul style="list-style-type: none"> Evaluate data on effectiveness of short burst experiences (2-4 week long internships) and make changes where necessary Survey informed motivational strategy of more immediate and more frequent monetary distribution Collect data on effectiveness of financial literacy focus for all students who are participating 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ROP Classes: 2 sections \$36,000 (AB1913)</p> <p>Internship Staff: \$97,771 (AB1913 And Local grant)</p> <p>Internship scholarships: \$20,000 (AB1913, Title IA & D, Alt Ed Donations)</p>
<p>Provide field trip / pro-social activity and/or motivational speakers:</p> <ul style="list-style-type: none"> Student and staff collaboration on arranging selected educational field trips relevant to themes and students' lives Students research and select monthly motivational speakers followed by field visit related to speaker topic Students maintain list of relatable alumnus students who comprise the majority of speakers 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Field Trip costs included above in Goal 2 Action 1</p> <p>Speakers: \$1,500 (AB1913)</p>

GOAL:	3: - School Community will maintain a safe, healthy and productive school environment			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify <input type="checkbox"/> Behavior Incidents; CHKS; Survey__
Identified Need :	Students will feel safe at school. Students will have a clean school environment. Families and community agencies will participate in school events.			
Goal Applies to:	Schools:	Marin's Community School		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Metric: <ul style="list-style-type: none"> • Facilities in Good Repair (Facilities Inspection Report (FIT) – maintain Excellent rating • Participation at school wide events: <ul style="list-style-type: none"> ○ Back to school Night – 50% attendance ○ Site Council meetings – 75% attendance ○ Parent education events – 60-70% ○ Open House – 70% ○ End of unit Student Showcases – data includes student attendance – new baseline needed for parent attendance • Pupil survey- 100% participation in survey and California Healthy Kids Survey • Parent survey – 75% response bi-annually • Community agency survey – 100% response • Accident and/or emergency report • Suspension rates (see Expected Outcome in goals 1 and 2) • Analysis of suspension • Expulsion rates (not applicable) • Healthy Kids Survey - 100% participation. Data will yield information for review in subsequent LCAP action steps and/or goals. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure the smooth day to day operation of Alternative		All action	<input checked="" type="checkbox"/> ALL	Director salary and

<p>Education programs and services between MCOE, Probation, Mental Health and other community based organizations:</p>	<p>steps are for all alternative education programs - schoolwide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>benefits: \$197,559 (LCFF, AB 1913, Title I – D, WIA)</p>
<p>Parent/Community wellness events – quarterly:</p> <ul style="list-style-type: none"> • Drug education • Teen stress and the teenage brain • College / career readiness • Parenting strategies for at-risk and high-risk youth 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Presenters: \$2,000 (Alt Ed Donations)</p> <p>Canal Welcome Center Support: \$1600 (AB1913)</p> <p>Program Manager: Cost included in Goal 1 Action 1</p>
<p>Facilities will be maintained in a clean and safe condition:</p> <ul style="list-style-type: none"> • Facilitate campus clean-up events 2 times per year • Implement task calendar for students to maintain a clean/safe environment while earning community service hours / elective credits 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center Support: \$800 (AB1913)</p> <p>Program Manager: Cost included in Goal 1 Action 1</p>
<p>Maintain a student advisory council:</p> <ul style="list-style-type: none"> • 4 students on council • Events coordinator, community relations, internship liaison, secretary • Bi-weekly meetings • Staff support for council 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center Support: \$7600 (AB1913)</p> <p>Program Manager: Cost included in Goal 1 Action 1</p>
<p>Create a disciplinary council:</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>Costs covered in</p>

<ul style="list-style-type: none"> • 4 members of advisory council • Hear cases of vandalism, disrespectful behavior, class disruption, non-productive behavior • Set reasonable consequences with support from staff advisor 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Item above</p>
<p>Restorative practice for negative behaviors:</p> <ul style="list-style-type: none"> • Staff will create effective means of restorative practice related to in-house suspension 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center 2 staff on site daily \$44,000 (AB1913)</p> <p>Paraeducator costs included in Goals 1 Action 1 TitleIA</p> <p>Program Manager: Included in Goal 1, Action step 1</p>
<p>Implement participation tracking through a point records system.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Program Manager: Included in Goal 1, Action step 1</p>
<p>Emergency preparedness trainings held for all staff quarterly in the areas of:</p> <ul style="list-style-type: none"> • Cardio Pulmonary Resuscitation • De-escalation strategy training • Campus safety training • Crisis Prevention Intervention 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Program Manager, Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Students will feel safe at school.
 Students will have a clean school environment.
 Families and community agencies will participate in school events.

Metric:

- Facilities in Good Repair (Facilities Inspection Report (FIT) – maintain Excellent rating
- Participation at school wide events:
 - Back to school Night – 50% attendance
 - Site Council meetings – 75% attendance
 - Parent education events – 60-70%
 - Open House – 70%
 - End of unit Student Showcases – data includes student attendance – new baseline needed for parent attendance
- Pupil survey- 100% participation in survey and California Healthy Kids Survey
- Parent survey – 75% response bi-annually
- Community agency survey – 100% response
- Accident and/or emergency report
- Suspension rates (see Expected Outcome in goals 1 and 2)
- Analysis of suspension
- Expulsion rates (not applicable)
- Healthy Kids Survey - 100% participation. Data will yield information for review in subsequent LCAP action steps and/or goals.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Ensure the smooth day to day operation of Alternative Education programs and services between MCOE, Probation, Mental Health and other community based organizations: 	<p>All action steps are for all alternative education programs - schoolwide</p>	<p><u> </u>x ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Director salary and benefits: \$205,461 (LCFF, AB 1913, Title I – D, WIA)</p>
<p>Parent/Community wellness events – quarterly:</p>		<p><u> </u>x ALL</p>	<p>Presenters:</p>

<ul style="list-style-type: none"> Continued focus on drug education as a necessary component to community wellness Teen stress and the teenage brain, especially as related to trauma College / career readiness with participation data Parenting strategies for at-risk and high-risk youth as it pertains to the current student population and their relevant behaviors 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000 (Alt Ed Donations)</p> <p>Canal Welcome Center Support: \$1600 (AB1913)</p> <p>Program Manager: Cost in Goal 1 Action 1</p>
<p>Facilities will be maintained in a clean and safe condition:</p> <ul style="list-style-type: none"> Students facilitate campus clean-up events 2 times per year Student advisory council maintains task calendar for students to maintain a clean/safe environment while earning community service hours / elective credits 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center Support: \$800 (AB1913)</p> <p>Program Manager: Cost in Goal 1 Action 1</p>
<p>Maintain a student advisory council:</p> <ul style="list-style-type: none"> 6 students on council Events coordinator, community relations, internship liaison, secretary, administrative liaison, communications Bi-weekly meetings or more often as needed Council selected staff support 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center Support: \$7600 (AB1913)</p> <p>Program Manager: Cost in Goal 1 Action 1</p>
<p>Maintain a disciplinary council:</p> <ul style="list-style-type: none"> 6 members of advisory council Decide on cases of vandalism, disrespectful behavior, class disruption, non-productive behavior Create a variety of reasonable consequences with support from staff advisor 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Costs covered in Item above</p>
<p>Restorative practice for negative behaviors:</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>Canal Welcome</p>

<ul style="list-style-type: none"> • Staff will implement effective means of restorative practice related to in-house suspension • Students and staff will work together to evaluate practice • Focus on repeated behavior issues and making student-staff connections 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Center 2 staff on site daily \$44,000 (AB1913)</p> <p>Paraeducator Costs in Goal 1 Action 1</p> <p>Program Manager, Costs included in Goal 1 Action 1</p>
<p>Collect data on effectiveness of participation tracking system.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative, Certificate and Classified staff costs found in Goal 1 Action 1</p> <p>Classified Secretarial costs found in Goal 2 Action 1</p>
<p>Emergency preparedness trainings held for all staff quarterly in the areas of:</p> <ul style="list-style-type: none"> • Cardio Pulmonary Resuscitation for new staff • De-escalation strategy training: each year with new staff and a new population of students • Campus safety training for updated issues that returning and new staff must know • Crisis Prevention Intervention: each year with new staff and a new population of students 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Program Manager, Costs included in Goal 1 Action 1</p> <p>Certificated staff costs included in Goal 1, Action 1</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will feel safe at school. Students will have a clean school environment. Families and community agencies will participate in school events.</p> <p>Metric:</p> <ul style="list-style-type: none"> • Facilities in Good Repair (Facilities Inspection Report (FIT) – maintain Excellent rating • Participation at school wide events:
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	<ul style="list-style-type: none"> ○ Back to school Night – 50% attendance ○ Site Council meetings – 75% attendance ○ Parent education events – 60-70% ○ Open House – 70% ○ End of unit Student Showcases – data includes student attendance – new baseline needed for parent attendance ● Pupil survey- 100% participation in survey and California Healthy Kids Survey ● Parent survey – 75% response bi-annually ● Community agency survey – 100% response ● Accident and/or emergency report ● Suspension rates (see Expected Outcome in goals 1 and 2) ● Analysis of suspension ● Expulsion rates (not applicable) ● Healthy Kids Survey - 100% participation. Data will yield information for review in subsequent LCAP action steps and/or goals. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Parent/Community wellness events – quarterly:</p> <ul style="list-style-type: none"> ● Survey informed focus on drug education as a necessary component to community wellness ● Teen stress and the teenage brain, especially as related to trauma, presented by panel of adults and teens ● College / career readiness with participation data, presented by alumnus students and adults ● Parenting strategies for at-risk and high-risk youth as it pertains to the current student population and their relevant behaviors 	<p>All action steps are for all alternative education programs - schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Director salary and benefits: \$205,461 (LCFF, AB 1913, Title I – D, WIA)</p>
<p>Parent/Community wellness events – quarterly:</p> <ul style="list-style-type: none"> ● Survey informed focus on drug education as a necessary component to community wellness ● Teen stress and the teenage brain, especially as related to trauma, presented by panel of adults and teens ● College / career readiness with participation data, presented by alumnus students and adults ● Parenting strategies for at-risk and high-risk youth as it pertains to the current student population and their relevant behaviors 	<p>All action steps are for all alternative education programs - schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Presenters: \$2,000 (Alt Ed Donations)</p> <p>Canal Welcome Center Support: \$1600(AB1913)</p> <p>Program Manager: Included in Goal 1, Action step 1</p>
<p>Facilities will be maintained in a clean and safe condition:</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>Canal Welcome</p>

<ul style="list-style-type: none"> Students collaborate with neighborhood to facilitate campus clean-up events 2 times per year Student advisory council continues to maintain task calendar for students to maintain a clean/safe environment while earning community service hours / elective credits 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Center Support: \$800 (AB1913)</p> <p>Program Manager: Included in Goal 1, Action step 1</p>
<p>Maintain a student advisory council:</p> <ul style="list-style-type: none"> 6-8 students on council Events coordinator, community relations, internship liaison, secretary, administrative liaison, communications, MCOE liaison, community partner liaison Continue bi-weekly meetings or more often as needed Council selected staff support and assistant support if needed 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center Support: \$7600 (AB1913)</p> <p>Program Manager: Included in Goal 1, Action step 1</p>
<p>Maintain a disciplinary council:</p> <ul style="list-style-type: none"> 6-8 members of advisory council Decide on cases of vandalism, disrespectful behavior, class disruption, non-productive behavior and report back data to school community during whole school meetings Create a variety of reasonable consequences with support from staff advisor and collect data on their effectiveness for continued implementation 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Costs covered in Item above</p>
<p>Restorative practice for negative behaviors:</p> <ul style="list-style-type: none"> Staff and students will collaborate to implement effective means of restorative practice related to in-house suspension Students and staff will work together to evaluate practice and make necessary changes to make the process more authentic and relatable Focus on repeated behavior issues and making adult-teen connections that can be mirrored at home, at work, and in the broader community 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center 2 staff on site daily \$44,000 (AB1913)</p> <p>Paraeducator: Included in Goal 1, Action 1</p> <p>Program Manager: Included in Goal 1, Action step 1</p>
<p>Evaluate data on effectiveness of participation tracking system</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>Program Manager,</p>

<p>and make any necessary adjustments.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Costs included in Goal 1 Action 1 Certificated staff costs included in Goal 1, Action 1</p>
<p>Emergency preparedness trainings held for all staff quarterly in the areas of:</p> <ul style="list-style-type: none"> • Cardio Pulmonary Resuscitation for new staff • De-escalation strategy training: each year with new staff and a new population of students • Campus safety training for updated issues that returning and new staff must know • Crisis Prevention Intervention: each year with new staff and a new population of students 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Program Manager: Included in Goal 1, Action step 1 Certificated staff costs included in Goal 1, Action 1 Paraeducator costs Included in Goal 1, Action 1 Classified secretarial cost included in Goal 2 Action 1</p>

<p>GOAL:</p>	<p>4: - Increase parent - guardian involvement and awareness of programs and services</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9_x 10_x Local : Specify _____</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> • Parents/guardians will access school and community support services for their students. • Students connect individual goals and offered services. • Students/families feel safe and supported. • Students with special needs and their families will be informed of services available. • Coordination of services for Foster Youth – working with county child welfare services to minimize changes in changes in school placement. • Provide education related information to child welfare agency to assist in the delivery of services to foster children. • Responding to requests from Juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services. • Ensure efficient expeditious transfer of health and education records and the health and education passport for Foster youth. 	

Goal Applies to:		Schools: Marin's Community School		
		Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Metric: <ul style="list-style-type: none"> • Parent input – survey – anticipated 75% participation biannually in survey about services and needs for students. • Participation at school wide events: <ul style="list-style-type: none"> ○ Back to school Night – 50% attendance ○ Site Council meetings – 75% attendance ○ Parent education events – 60-70% ○ Open House – 70% ○ End of unit Student Showcases – data includes student attendance – new baseline needed for parent attendance ○ Attendance at informational events intended to coordinate services for foster youth students – no baseline for this data. Subsequent year data will be consistent with the population of foster youth at that time and may not have a cumulative cycle to it. • Student wellness plans – maintain 100% rate of completion • Rate of return to LEA – 75% of student eligible will return • Updated Triennial plan for Expelled Youth • Ongoing Countywide Foster Youth Services 			
		Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Quarterly parent/guardian outreach will include: <ul style="list-style-type: none"> • Presentations and guest speakers • Bilingual home-school communication • Bilingual printed material • Combined site council 	All action steps are for all alternative education programs - schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Canal Welcome Center: \$3000 (AB1913)
	Provide parent/guardian information on events regarding program and community resources with food, childcare, transportation: <ul style="list-style-type: none"> • Parent education event series • Wellness events: beautification around the school, neighborhood, and family's communities • Quarterly meetings or information distribution on nutrition and healthy eating • Invite weekly 12 step youth meetings on our campus 		<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Program Manager costs in Goal 1 Action 1 – LCFF Supplemental Certificated costs covered in Goal 1 Action 1 LCFF, Supplemental

<p>Culturally relevant materials, education events, and information sent to parents/guardians on a regular basis:</p> <ul style="list-style-type: none"> All materials, information, and meetings will be bilingual to ensure access for all parents Maintain partnership with Canal Welcome Center to collaborate on culturally relevant topics for speaker events 		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Classified Secretarial – \$94,183 (LCFF Supplemental, Title IA and AB1913)</p>
<p>Weekly coordination of mental health services; individual student wrap-around team meetings @ 2 students per week.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Program Manager Cost included in Goal 1, Activity 1</p>
<p>Foster Youth Coordinating (FYSC) Program provided county-wide outreach and resources to local education agencies (LEAs) and community based organizations (CBOs) around identification of needs and services for foster youth students (this outreach includes local child welfare)</p> <ul style="list-style-type: none"> Outreached regularly to LEA foster youth liaisons Distributed FYSC resources Participated in the Kid Care Fair sponsored by the Marin Foster Care Association 		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative Salary/benefits \$201,953 Foster Youth, TUPE</p>
<p>Foster Youth Services Coordinating Program facilitated inter-agency agreement for county-wide data sharing between LEAs, Marin County Juvenile Court, Marin County Department of Health and Human Services, Marin County Probation Department, Marin County SELPA and Marin County School Districts</p> <ul style="list-style-type: none"> Implemented Foster Focus data-sharing system 		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative Salary/benefits Covered in Goal 4 Action 5</p>
<p>Facilitated county-wide Foster Youth Services Coordinating</p>		<p><input type="checkbox"/> ALL</p>	<p>Administrative</p>

<p>Program opportunities to engage local stakeholders and provide additional background on legislative updates around assembly bill AB854</p> <ul style="list-style-type: none"> • Biannual foster youth advisory meetings • Meet with local districts as needed to provide clarification around county office role in coordination of services on behalf of foster youth 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salary/benefits Covered in Goal 4 Action 5</p>
<p>Collaborated with the California Department of Education and the Department of Finance to ensure understanding of county office of education and LEA responsibility for foster youth services</p> <ul style="list-style-type: none"> • Develop and disseminate reference document to share with community around agency responsibility 		<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative Salary/benefits Covered in Goal 4 Action 5</p>
<p>Participated in opportunities to build local capacity around services for foster youth students</p> <ul style="list-style-type: none"> • Participate in workshops including trauma informed practices, youth leadership development, and understanding challenging behavior of troubled children • Host assembly bill 854 trainings for LEA staff, CBO staff, and foster parents • Maintain ongoing communication with the California Department of Education – Foster Youth Services Office 		<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative Salary/benefits Covered in Goal 4 Action 5</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Parents/guardians will access school and community support services for their students. Students connect individual goals and offered services. Students/families feel safe and supported. Students with special needs and their families will be informed of services available. Coordination of services for Foster Youth.</p> <p>Metric:</p> <ul style="list-style-type: none"> • Parent input – survey – anticipated 75% participation biannually in survey about services and needs for students. • Participation at school wide events: <ul style="list-style-type: none"> ○ Back to school Night – 50% attendance
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	<ul style="list-style-type: none"> ○ Site Council meetings – 75% attendance ○ Parent education events – 60-70% ○ Open House – 70% ○ End of unit Student Showcases – data includes student attendance – new baseline needed for parent attendance ○ Attendance at informational events intended to coordinate services for foster youth students – no baseline for this data. Subsequent year data will be consistent with the population of foster youth at that time and may not have a cumulative cycle to it. <ul style="list-style-type: none"> ● Student wellness plans – maintain 100% rate of completion ● Rate of return to LEA – 75% of student eligible will return ● Updated Triennial plan for Expelled Youth 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Quarterly parent/guardian outreach will include:</p> <ul style="list-style-type: none"> ● Student and staff facilitated presentations and guest speakers ● Bilingual home-school communication with support from bilingual School Site Council member ● Bilingual printed material created by student/staff collaboration ● Continued combined site council 	<p>All action steps are for all alternative education programs - schoolwide</p>	<p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center: \$3000 (AB1913)</p>
<p>Provide parent/guardian information on events regarding program and community resources with food, childcare, transportation:</p> <ul style="list-style-type: none"> ● Parent education event series, planned by parents and community partners ● Wellness events: beautification around the school, neighborhood, and family’s communities, planned by student council members ● Quarterly meetings or information distribution on nutrition and healthy eating facilitated by health professionals and their interns from our program ● Weekly 12 step youth meetings on our campus with our students’ participation 		<p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	<p>Secretarial salary and benefits \$85,515</p>
<p>Culturally relevant materials, education events, and</p>		<p>__ALL</p> <p>-----</p>	<p>Program Manager</p>

<p>information sent to parents/guardians on a regular basis:</p> <ul style="list-style-type: none"> All materials, information, and meetings will be bilingual to ensure access for all parents: students will collaborate with staff to create materials, translate information, and provide support for Spanish speaking parents at events Continued collaboration with Canal Welcome Center to create and facilitate culturally relevant events for parents/guardians 	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>costs covered in Goal 1 Action 1</p> <p>Classified Secretarial costs covered in item above</p>
<p>Weekly coordination of mental health services to include more community partners in the mental health field; individual student wrap-around team meetings @ 2 students per week, analyzing data on effective strategies with each student</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Program Manager costs covered in Goal 1 Action 1</p>
<p>Foster Youth Coordinating (FYSC) Program provided county-wide outreach and resources to local education agencies (LEAs) and community based organizations (CBOs) around identification of needs and services for foster youth students (this outreach includes local child welfare)</p> <ul style="list-style-type: none"> Outreached regularly to LEA foster youth liaisons Distributed FYSC resources Participated in the Kid Care Fair sponsored by the Marin Foster Care Association 	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative Salary and benefits – \$210,031 (TUPE, LCFF, Foster Youth)</p>
<p>Foster Youth Services Coordinating Program facilitates inter-agency agreement for county-wide data sharing between LEAs, Marin County Juvenile Court, Marin County Department of Health and Human Services, Marin County Probation Department, Marin County SELPA and Marin County School Districts</p> <ul style="list-style-type: none"> Implement and maintain Foster Focus data-sharing system 	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative costs covered in goal 4 action 5</p>
<p>Facilitated county-wide Foster Youth Services Coordinating</p>	<p><input type="checkbox"/> ALL</p>	<p>Administrative</p>

<p>Program opportunities to engage local stakeholders and provide additional background on legislative updates around assembly bill AB854</p> <ul style="list-style-type: none"> Facilitate foster youth advisory meetings Meet with local districts to provide clarification around county office role in coordination of services on behalf of foster youth 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>costs covered in goal 4 action 5</p>
<p>Collaborated with the California Department of Education and the Department of Finance to ensure understanding of county office of education and LEA responsibility for foster youth services</p> <ul style="list-style-type: none"> Disseminate reference documents to share with community around agency responsibility 		<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative costs covered in goal 4 action 5</p>
<p>Participated in opportunities to build local capacity around services for foster youth students</p> <ul style="list-style-type: none"> Attend various workshops including trauma informed practices, youth leadership development, and understanding challenging behavior of troubled children Host assembly bill 854 training for LEA staff, CBO staff, and foster parents Ongoing communication with the California Department of Education – Foster Youth Services Office 		<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative costs covered in goal 4 action 5</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Parents/guardians will access school and community support services for their students. Students connect individual goals and offered services. Students/families feel safe and supported. Students with special needs and their families will be informed of services available. Coordination of services for Foster Youth.</p> <p>Metric:</p> <ul style="list-style-type: none"> Parent input – survey – anticipated 75% participation biannually in survey about services and needs for students. Participation at school wide events: <ul style="list-style-type: none"> Back to school Night – 50% attendance
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	<ul style="list-style-type: none"> ○ Site Council meetings – 75% attendance ○ Parent education events – 60-70% ○ Open House – 70% ○ End of unit Student Showcases – data includes student attendance – new baseline needed for parent attendance ○ Attendance at informational events intended to coordinate services for foster youth students – no baseline for this data. Subsequent year data will be consistent with the population of foster youth at that time and may not have a cumulative cycle to it. ● Student wellness plans – maintain 100% rate of completion ● Rate of return to LEA – 75% of student eligible will return ● Updated Triennial plan for Expelled Youth 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Quarterly parent/guardian outreach will include:</p> <ul style="list-style-type: none"> ● Student selected and facilitated presentations and guest speakers ● Bilingual home-school communication with support from bilingual School Site Council member and students ● Bilingual printed material maintained by student/staff collaboration ● Continued combined site council 	<p>All action steps are for all alternative education programs - schoolwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Canal Welcome Center recruitment: \$3000 (AB1913)</p>
<p>Provide parent/guardian information on events regarding program and community resources with food, childcare, transportation:</p> <ul style="list-style-type: none"> ● Parent education event series, planned by students, parents, and community partners ● Wellness events: beautification around the school, neighborhood, and family’s communities, planned by student council members and families ● Quarterly meetings or information distribution on nutrition and healthy eating facilitated by interns from our program working in the health field ● Weekly 12 step youth meetings on our campus with our students’ participation and facilitation 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Classified Secretarial salary and benefits \$85,515</p>
<p>Culturally relevant materials, education events, and</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>Program Manager</p>

<p>information sent to parents/guardians on a regular basis:</p> <ul style="list-style-type: none"> All materials, information, and meetings will be bilingual to ensure access for all parents: students will maintain materials, translate information, and provide support for Spanish speaking parents at events Student council member collaborate with Canal Welcome Center to create and facilitate culturally relevant events for parents/guardians 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>costs covered in Goal 1 Action 1</p> <p>Classified salary costs covered in item above</p>
<p>Continue Weekly coordination of mental health services to include more community partners in the mental health field; individual student wrap-around team meetings @ 2 students per week, including individual students participation in creating and maintaining their plans</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Program Manager costs covered in Goal 1 Action 1</p>
<p>Foster Youth Coordinating (FYSC) Program provided county-wide outreach and resources to local education agencies (LEAs) and community based organizations (CBOs) around identification of needs and services for foster youth students (this outreach includes local child welfare)</p> <ul style="list-style-type: none"> Outreached regularly to LEA foster youth liaisons Distributed FYSC resources Participated in the Kid Care Fair sponsored by the Marin Foster Care Association 		<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative Salary and benefits – \$210,031 (TUPE, LCFF, Foster Youth)</p>
<p>Foster Youth Services Coordinating Program facilitated inter-agency agreement for county-wide data sharing between LEAs, Marin County Juvenile Court, Marin County Department of Health and Human Services, Marin County Probation Department, Marin County SELPA and Marin County School Districts</p> <ul style="list-style-type: none"> Implemented Foster Focus data-sharing system 		<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative costs covered in goal 4 action 5</p>
<p>Facilitated county-wide Foster Youth Services Coordinating</p>		<p><input type="checkbox"/> ALL</p>	<p>Administrative</p>

<p>Program opportunities to engage local stakeholders and provide additional background on legislative updates around assembly bill AB854</p> <ul style="list-style-type: none"> • Hold foster youth advisory meetings • Provide clarification to districts around county office role in coordination of services on behalf of foster youth 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>costs covered in goal 4 action 5</p>
<p>Collaborate with the California Department of Education and the Department of Finance to ensure understanding of county office of education and LEA responsibility for foster youth services</p> <ul style="list-style-type: none"> • Disseminate reference document to share with community around agency responsibility 		<p>__ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative costs covered in goal 4 action 5</p>
<p>Participate in opportunities to build local capacity around services for foster youth students</p> <ul style="list-style-type: none"> • Attended various workshops including trauma informed practices, youth leadership development, and understanding challenging behavior of troubled children • Hosted assembly bill 854 training for LEA staff, CBO staff, and foster parents • Ongoing communication with the California Department of Education – Foster Youth Services Office 		<p>__ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative costs covered in goal 4 action 5</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?

<p>Original GOAL from prior year LCAP:</p>	<p>Educators will participate in high quality professional development related to at risk youth.</p>		<p>Related State and/or Local Priorities: 1_X 2_X 3__ 4__ 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Staff will be trained in best practice instruction and intervention for high risk students, including English Learners. • Students will participate in coursework and on standardized and local assessments. • Student programs will emphasize intervention strategies, hands on high interest learning for at risk populations. 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of staff trained in best practice instruction and intervention for high risk students • Participation in coursework: <ul style="list-style-type: none"> ○ Quarter 1: 65% participation completing all coursework ○ Quarter 2: 65% participation completing all coursework ○ Quarter 3: 64% participation completing all coursework ○ Quarter 4: 73% (into April) participation completing all coursework • Participation on assessments: <ul style="list-style-type: none"> ○ Baseline: 87% participation ○ Progress assessment: 57% participation ○ Final assessment: April – May • Participation: Students receiving participation stamps in class for positive contributions and classwork / project completion. <ul style="list-style-type: none"> ○ Quarter 1: 63 student rewards for participation ○ Quarter 2: 72 student rewards for participation ○ Quarter 3: 90 student rewards for participation ○ Quarter 4: 27 student rewards for participation (into April) • Intervention strategies: used on a daily basis with the 35% of students who need them through “90 second wait time” strategy and individualized workspaces. Of those 35% with whom intervention strategies are used, 100% of them have an increase in achievement for that class period.

	<ul style="list-style-type: none"> Students will participate and regularly attend school. <p>Metric:</p> <ul style="list-style-type: none"> School Attendance Rates (Attendance in school), Chronic Absenteeism, Graduation rates, Dropout rates (middle and High), Other Local Measures (Registration in trainings (staff), Behavior documentation for students, participation rates; Highly Qualified status; 		<ul style="list-style-type: none"> Hands-on learning: used on a bi-weekly basis with 65% of students participating through iTeams math and science curriculum. Of those 65% participating in hands-on learning, 80% of them have an increase in achievement in math and science. High interest learning: Road to Success Academies (RtSA) components implemented as a tool for high interest learning. 65% of students participate in the activities and projects that are associated with the RtSA curriculum and strategies. Of the 65% participating students, 90% of them have an increase in achievement overall. Regularly attend school: <ul style="list-style-type: none"> Quarter 1: 65% regular attendance and participation Quarter 2: 65% regular attendance and participation Quarter 3: 64% regular attendance and participation Quarter 4: 73% (into April) regular attendance and participation Participation: Students receiving participation stamps in class for positive contributions and classwork / project completion. <ul style="list-style-type: none"> Quarter 1: 63 student rewards for participation Quarter 2: 72 student rewards for participation Quarter 3: 90 student rewards for participation Quarter 4: 27 student rewards for participation (into April) School attendance rates: <ul style="list-style-type: none"> Quarter 1: 65% Quarter 2: 65% Quarter 3: 64% Quarter 4: 73% (into April) Chronic absenteeism: <ul style="list-style-type: none"> Quarter 1: 40% Quarter 2: 31% Quarter 3: 20% Quarter 4: 18% (into April) Graduation rates: <ul style="list-style-type: none"> Quarter 1: 0%
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			<ul style="list-style-type: none"> ○ Quarter 2: 1% ○ Quarter 3: 1% ○ Quarter 4: anticipated – 18% ● Dropout rates: <ul style="list-style-type: none"> ○ Quarter 1: 0% ○ Quarter 2: 13% ○ Quarter 3: 1% ○ Quarter 4: anticipated 0% ● Registration in trainings: <ul style="list-style-type: none"> ○ LCAP: 5 trainings – 50% administrative team in attendance ○ Youth Mental Health – 20% staff in attendance ○ New Science Framework – 10% staff in attendance ○ High-impact ELD – 10% staff in attendance ○ Google Summit – 30% staff in attendance, 100% administrative team in attendance ○ Supporting transgender youth – 100% staff in attendance, 100% administrative team ○ Reader’s workshop – 20% staff in attendance ○ Understanding the teenage brain – 100% staff in attendance ○ Common Core and NGSS – 10% staff in attendance ○ Behavior Intervention Plans – 10% staff in attendance ○ CAASPP Institute – 50% administrative team in attendance ○ Emergency Preparedness – 50% administrative team in attendance ○ CPR training (April) – 100% staff will be in attendance ● Behavior documentation by number of offenses: <ul style="list-style-type: none"> ○ Quarter 1: 24 disciplinary actions ○ Quarter 2: 34 disciplinary actions ○ Quarter 3: 48 disciplinary actions ○ Quarter 4: 16 disciplinary actions (into April) ● Behavior documentation by frequency: <ul style="list-style-type: none"> ○ Quarter 1: 29% - inappropriate behavior ○ Quarter 2: 38% - racial slurs ○ Quarter 3: 23% - drug use / possession
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			<ul style="list-style-type: none"> ○ Quarter 4: 38% - drug use / possession (into April) ● Behavior documentation by student: <ul style="list-style-type: none"> ○ Quarter 1: 10% of students had repeat offenses related to racial slurs and inappropriate behavior ○ Quarter 2: 29% of students had repeat offenses related to racial slurs and drug use/possession ○ Quarter 3: 18% of students had repeat offenses related to drug use / possession, racial slurs, and inappropriate behavior ○ Quarter 4: 4% of students had repeat offenses related to drug use/ possession and racial slurs (into April) ● Highly qualified status: 50% of teachers highly qualified in all subject areas, 50% of teachers highly qualified in all but one subject area.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Professional development activities to include:</p> <ul style="list-style-type: none"> ● Cultural Sensitivity; Trauma Informed Instruction ● Common Core States Standards –Written Language ● Project Based Learning (PBL) ● Behavior Intervention Strategies ● Attendance at Foster Youth Services annual conference ● Align Common Core State Standards - ELD 	Certificated Salaries: \$7,500 Classified Salaries: \$1,072 Benefits: \$1,226 Materials & Supplies: \$2,000 Services: \$27,642 Funding Source(s): LCFF Base: \$12,666 Federal: \$17,558 Local Grant: \$9,216	<p>Staff participated in:</p> <ul style="list-style-type: none"> ● Cultural sensitivity; trauma informed instruction: ● LT / Luis – Youth Mental Health First-Aid, ● Luis – parent education event- trauma from drugs, 10,000 degrees- Cultural sensitivity (Katheryn, Karen, Lisa), ● Youth Leadership Institute – Transgender Youth ● Common Core – written language: ● ELD PD, ● iTeams, ● Google Conference, ● Literature with short stories ● Project Based Learning: Science PD with PBL, RTSA curriculum ● Behavior Intervention Strategies: <ul style="list-style-type: none"> ○ LT / Luis – Youth Mental Health First-Aid, 	Program Manager - \$8,221 LCFF Google Summit: \$1310 Title IA Road to Success Academy Literature: \$ 6,300 Title III, Alt Ed Lottery and Alt Ed Donations:

		<ul style="list-style-type: none"> ○ Susan – creating data for BIP, ● Teenage brain ● Align Common Core State Standards – ELD: ELD training ● Foster Youth Coordinator 	<p>iTEAMS: \$2100</p> <p>Youth Mental Health First Aid: Para 1 day LCFF</p> <p>Canal Welcome Center \$150 AB1913</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Curriculum team meetings topics to include:</p> <ul style="list-style-type: none"> ● Lesson and unit design ● Project Based Learning (PBL) strategies; ● Behavioral intervention strategies; ● Develop standards aligned report cards ● Research Rosetta Stone - language program ● Academic Intervention strategies for instruction 	<p>Certificated Salaries: \$100,131 Benefits: \$18,662 Funding Source(s): LCFF Base: \$87,712 Federal: \$36,859 Local Grant: \$33,662</p>	<p>Curriculum Team Meetings: weekly</p> <ul style="list-style-type: none"> ● Lesson and unit design: 4 thematic units designed – 3 end of unit projects, 30 weekly lesson planning based on thematic units, coordination of 6 novel units, 8 effective teaching strategies shared, plans to implement 5 new student activities to follow instruction ● Project Based Learning (PBL): designing of 4 thematic units: self-esteem and beauty, empowerment and the use of power, social responsibility, and transformations, 4 projects for end of each unit, planning of 6 small projects throughout each unit to regularly check for understanding, essential questions for each unit, focus on relevancy to students’ lives through thematic instruction and student activities that support applying learned curriculum to their life experiences ● Behavioral intervention strategies: discussion about implementation of 90 second strategy, regular check-ins about behavioral referrals, focus on successful classroom 	<p>Administrative salary and benefits \$137,009 LCFF, Title 1 – A AB 1913</p>

		<p>strategies for behavior and students who need more support, created and implemented plans for effective strategies for individual students</p> <ul style="list-style-type: none"> • Standards aligned report cards: discussion and creation of skill based report card – critical thinking completed • Research Rosetta Stone: Using PLATO for any students who want / need to take a language course • Academic Intervention strategies: Created plans for: individualized instruction for particular students, plans for students to work independently when necessary, and high-interest student activities to accompany instruction 	
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<ul style="list-style-type: none"> • Road to Success Academies: Professional development on second year of implementation with mentors from Los Angeles County Office of Education (LACOE) • Community Education Center (CEC) in Hamilton, Novato: Professional development related to Maker and other hands-on opportunities provided for students at the CEC • College of Marin (COM) partnership on math: Become informed about strategies discussed related to student success in math at COM. • Focus on technology: Professional development on integration of technology and implementation of Google Classroom. • 4 Cs of Common Core: Skills-based report cards: Complete design with focus on: creativity, collaboration, and communication. Implement for first quarter 2016-17. • Implementation of academic intervention strategies: Support various student needs for academic intervention through: individualized instruction for particular students, meaningful assignments that can accompany students working independently, and planning high-interest student activities that are used regularly in class. 	

<p>Original GOAL from prior year LCAP:</p>	<p>2. All students will be provided with high-quality education that includes in class learning as well as authentic real life learning opportunities</p>		<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</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 begin developing college and career readiness skills.</p> <p>Students will be provided the opportunity to participate in internships and occupational programs.</p> <p>Students will be provided with sufficient instructional text.</p> <p>Metric:</p> <ul style="list-style-type: none"> • Common Core State Standards Implementation, Student Access and Enrollment, • Standardized • Tests (Standardized Statewide Assessment data), • API Scores (when available), • Local measure - all students are assessed upon entry to determine what intervention services are needed, School Attendance Rates (attendance in school), • Chronic Absenteeism Rate, • Dropout/Graduation Rate, • Other Local Measures (participation rates/performance, Student/staff surveys, • Rate of community college course completion, • Standards-aligned report cards), 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Students develop academic goals: 65% of students have developed academic goals aligned with Common Core State Standards in Math and language arts • Hands-on learning aligned to Common Core Standards: Based on regular attendance, 65% of all students are engaging in hands-on learning through iTeams curriculum design facilitated in their Math classes. Hands-on learning is also a focus with our end of unit projects following components of Road to Success Academies. • College and career readiness skills: 100% of students have met with school to career liaisons for career interest survey and internship program considerations. 50% of these students have created resumes and worked on interviewing skills with school to career staff. 65% of students have met with college access liaison to discuss college options and possible enrollment in courses at College of Marin. • Participation in internships and occupational programs: 100% of students have been introduced and given options to participate in internships and occupational programs. Of that 100%, 55% have participated in our occupational programs, 38% have participated in our internship program. • Provided with sufficient instructional text: 100% of students have been provided with sufficient instructional text. • Common Core State Standards implementation: Math / science – iTeams curriculum and student activities based on Common Core State Standards implemented 60% of each week, history / English Language Arts – use of informational text and writing strategies implemented 60% of each week,

	<ul style="list-style-type: none"> • Identification of expelled students countywide and subsequent • school placement, • Suspension/Expulsion rates do not apply as our students are enrolled due to their status as expelled students from district program, number/measure of students that are returned to district program 		<p>focus on the “4 Cs”: critical thinking, communication, creativity, collaboration implemented 100% of each week</p> <ul style="list-style-type: none"> • Student Access and enrollment: <ul style="list-style-type: none"> ○ Quarter 1: 30 students enrolled ○ Quarter 2: 35 students enrolled ○ Quarter 3: 44 students enrolled ○ Quarter 4: 53 students enrolled • Standardized Tests: CAASPP participation (April – May 2016) <ul style="list-style-type: none"> ○ 7th grade: 3 students (5%) ○ 8th grade: 4 students (7%) ○ 11th grade: 9 students (9%) • API – N/A • Local measure – PLATO <ul style="list-style-type: none"> ○ Baseline: 87% participation ○ Progress assessment: 57% participation ○ Final assessment: April – May • Attendance rates: <ul style="list-style-type: none"> ○ Quarter 1: 65% regular attendance ○ Quarter 2: 65% regular attendance ○ Quarter 3: 64% regular attendance ○ Quarter 4: 73% (into April) regular attendance • Chronic absenteeism: <ul style="list-style-type: none"> ○ Quarter 1: 40% ○ Quarter 2: 31% ○ Quarter 3: 20% ○ Quarter 4: 18% (into April) • Dropout rate: <ul style="list-style-type: none"> ○ Quarter 1: 0% ○ Quarter 2: 13% ○ Quarter 3: 1% ○ Quarter 4: anticipated 0% • Graduation rate: <ul style="list-style-type: none"> ○ Quarter 1: 0% ○ Quarter 2: 1% ○ Quarter 3: 1% ○ Quarter 4: anticipated – 18% • Participation rates / performance:
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			<ul style="list-style-type: none"> ○ Quarter 1: 63 student rewards for participation ○ Quarter 2: 72 student rewards for participation ○ Quarter 3: 90 student rewards for participation ○ Quarter 4: 27 student rewards for participation (into April) ● Student surveys: <ul style="list-style-type: none"> ○ First semester: 65% of students completed survey ○ Second semester: survey to be given in May 2016 – aiming for 80% participation ● Staff surveys: <ul style="list-style-type: none"> ○ First semester: 100% participation ○ Second semester: survey to be given in May 2016 – aiming for 100% participation ● Rate of community college completion: we had no students in fall semester 2015 who completed a course at College of Marin. Planning for college class from SFSU on site 2016-17 for 11th and 12th grade students ● Standards-aligned report cards: completed creation of critical thinking skills-based report card. Creating areas of collaboration, communication, creativity for 2016-17 school year. ● Expelled students countywide: 13% of students enrolled have been expelled <ul style="list-style-type: none"> ○ Number of students returned to district: 1 ● Suspension rates: <ul style="list-style-type: none"> Behavior documentation by number of offenses: <ul style="list-style-type: none"> ○ Quarter 1: 24 suspensions ○ Quarter 2: 34 suspensions ○ Quarter 3: 48 suspensions ○ Quarter 4: 16 suspensions (into April) ● Behavior documentation by frequency: <ul style="list-style-type: none"> ○ Quarter 1: 29% - inappropriate behavior ○ Quarter 2: 38% - racial slurs ○ Quarter 3: 23% - drug use / possession ○ Quarter 4: 38% - drug use / possession (into April) ● Behavior documentation by student: <ul style="list-style-type: none"> ○ Quarter 1: 10% of students had repeat offenses related to
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			<p>racial slurs and inappropriate behavior</p> <ul style="list-style-type: none"> ○ Quarter 2: 29% of students had repeat offenses related to racial slurs and drug use/possession ○ Quarter 3: 18% of students had repeat offenses related to drug use / possession, racial slurs, and inappropriate behavior ○ Quarter 4: 4% of students had repeat offenses related to drug use/ possession and racial slurs (into April)
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Develop individual learning and social emotional plans for students using statewide assessment data as well as local assessments and inventory tools.</p>	<p>Certificated Salaries: \$230,560 Classified Salaries: \$32,657 Benefits: \$84,480 Non-capitalized equipment: \$9,900 Funding Source(s): LCFF Base: \$257,531 Federal: \$34,459 Local Grant: \$65,607</p>	<p>Develop individual learning and social emotional plans for students using assessment data:</p> <ul style="list-style-type: none"> • Individual learning plans: <ul style="list-style-type: none"> ○ PLATO assessment 3 times per year, boys group with Latorras / Luis, girls group, ○ Jeff White - Probation, Latino Boys Circle (Juan, Miguel, Gera) - working on goal setting, ○ college planning with Robert Flynn, ○ all intake meetings with administrator, ○ individual meetings for career and college, career inventory with each student meeting with school to career liaisons, ○ therapeutic services, ○ reading inventory for student IEPs, ○ Music therapy PhD candidate working with individual students – goal setting, personal reflection through music. ○ Through PLATO assessment, students and staff obtain information on their baseline and subsequent improvement in the areas of math, reading, and language. ○ Plans supporting social emotional growth give students a target to address their individual needs for self- 	<p>Certificated Salary and benefits \$514,216 LCFF, Title I A & D, AB 1913</p> <p>Classified salary \$50,037 Title I A & D</p> <p>Edmentum (PLATO contract) \$26,540 Title IA and EIA</p> <p>Canal Welcome Center \$12,000 AB1913</p> <p>Services: College Access R. Flynn \$12,500 Local Grant</p> <p>School to Career Liaison services; \$15,000</p>

		<p>improvement.</p> <ul style="list-style-type: none"> College and career readiness plans keep students motivated towards pursuing attainable goals after graduating from high school. 	<p>AB1913</p> <p>Therapeutic Services provided by Probation and County Mental Health</p> <p>Music Therapy services provided pro bono</p>
<p>Scope of service:</p> <p><u> X </u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>	<p>Scope of service:</p> <p><u> X </u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>
<p>Provide incentives students who demonstrate positive or improved attendance and participation in the form of:</p> <ul style="list-style-type: none"> Gift cards Special activities Certificates Public recognition Recommendation for return to district as appropriate Continue to provide food services options 	<p>Certificated Salaries: \$3,100</p> <p>Benefits: \$674</p> <p>Supplies: \$3,400</p> <p>Funding Source(s): LCFF</p> <p>Base: \$7,174</p>	<p>Provide incentives:</p> <ul style="list-style-type: none"> Public recognition at weekly school meetings: <ul style="list-style-type: none"> quarter 1: 30% of all students, quarter 2: 26% of all students, quarter 3: 27% of all students, quarter 4 (into April): 28% of all students, (gift cards, lunch, food incentives for appropriate student behavior and participation in boys group and girls group, Principal’s lunch for academic progress, auto shop participation, recommendations for returning to district as appropriate, COM visits and small group tours, job shadows / tours, internship program (paid), public recognition of student work on exhibition days by parents, representatives from partner agencies, MCOE staff, whole school community, special lunches on campus as rewards quarterly) 	<p>Supplies \$3000</p> <p>Alt Ed Donations</p> <p>Title I A and D</p>

Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Pilot/Adopt Common Core State Standards Mathematics curriculum.	Internet: \$7,000 Funding Source(s): LCFF Base: \$7,000	<ul style="list-style-type: none"> Submitted to Board for approval – CCSS Math Textbooks, CCSS math curriculum facilitated through iTeams collaboration, hands-on math activities as learned through iTeams participation 	iTEAMS training: \$2100
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Provide transportation for students to ensure attendance at school.	Salaries: \$19,905 Benefits: \$8,830 Funding Source(s): Federal: \$28,735	Since Feb. 8 th – has increased attendance (under 65% to over 75% in one month). Students using school provided transportation: quarter 3: 27%, quarter 4 (into April): 28%	Canal Welcome Center morning transportation: \$6000 (1.5 hours daily Feb-June 2016) AB1913 Classified staff salary and benefits \$12,509 Title I A & D
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide hot breakfast program. Investigate cost effective options for lunch programs that meet federal guidelines and appeal to students.		Staff costs included with Goal #1	<ul style="list-style-type: none"> • 25% of total kids in fall, increased to 50% by March – 80% of kids who are here eat the breakfast • Investigated Conscious Kitchen which meets federal guidelines and addresses students’ needs 		Breakfast provided by local church
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Enrollment in Regional Occupational Program/School to Career (ROP/STC) offerings to improve engagement and offer hands on learning.		Certificated Salaries: \$117,666 Classified Salaries: \$83,699 Benefits: \$63,091 Direct Costs: \$2,100 Funding Source(s): LCFF Base: \$249,279 Local Grant: \$17,277	<ul style="list-style-type: none"> • Students enrolled in: auto shop, Community Education Center (CEC) for media/ engineering, on-site song writing / recording with music therapist PhD candidate, GAP, Aegis, Ace Hardware, Buck Institute, Tall Ships, YMCA, MCOE. <ul style="list-style-type: none"> ○ 55% of students are enrolled in ROP programs, ○ 38% of students are enrolled in School to Career internship opportunities. 		ROP Classes: Certificated Salaries/Benefits: \$182,027 All from AB1913
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>Provide field trip/pro-social activity and/or motivational speakers.</p>	<p>Materials & Supplies: \$5,934 Funding Source(s): Federal: \$5,934</p>	<ul style="list-style-type: none"> Field trips held: <ul style="list-style-type: none"> 9% of students Tour NBCC, 9% of students tour Film Institute, 60% of students attend Walker Creek Ranch, 27% of students participate in Latino Boys Group, 100% of boys participate in boys group, 80% of girls participate in girls group, Canal Welcome Center speakers and mentors, 20% of students participate in Food Bank community service, 2% of students participate in maintaining school garden, 65% of students attend exhibition days, Ceres, 10,000 degrees, Holocaust Survivor, Food Bus, Image for Success, Ralph Cantor (Effects of Marijuana on the Teenage Brain), weekly school assemblies, “I am Nujood” guest speakers, Liam Hughes – film producer and actor / model, panel on hate language, Decoy Tobacco, Huckleberry Healthy Relationships, Diabetes Prevention, Tobacco Education, Beat Within 	<p>Walker Creek Ranch 3 field trips: \$4,000 Alt Ed Donations and Title IA and Alt Ed Lottery Canal Welcome Center monthly field trips: \$4000 AB1913</p> <p>Ralph Cantor presentations: \$500 Alt Ed Donations</p> <p>Student incentives: \$ 1600 Alt Ed Donations Title I A and D</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide Supplementary Educational Service on a schoolwide basis.</p>	<p>Contracted Services: \$22,965 Funding Source(s): Federal: \$22,965</p>	<ul style="list-style-type: none"> Math Think (Math tutorial) – 35% student participation, Sylvan (English / History tutorial) – 25% student participation 100% of students offered the opportunity to participate in one or both programs. 	<p>Services: Math Think SES: \$7,000 Sylvan SES: \$10,000</p>

					Title IA
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide Foster Youth school supplies and resources to support access to curriculum and general education programs.		Materials and supplies Funding Source: Foster Youth Grant: \$3,500	<ul style="list-style-type: none"> Back packs, school supplies, clothing allowance (\$150), technology package to 5 Foster Youth students 		Materials/supplies: \$3,495.28 Foster Youth
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<ul style="list-style-type: none"> Transportation: access a second van to provide morning transportation to Canal and Southern Marin. ROP / STC participation: short burst experiences (2-4 week long internships) with more immediate and more frequent cash distribution, financial literacy focus for all students Field trips/ pro-social activities, and/or motivational speakers: educational field trips aligned with themes, real-life experiences: motivational speaker presentation prior to on-site / field visit, more relatable alumnus / young speakers High-quality instruction / in class learning: effective, project based technology integration Implementation of student learning and social emotional plans: students use data from their plans to create and maintain an electronic portfolio that provides evidence of their growth in the areas of academic assessments, social emotional growth, and involvement in college and career action steps Common Core State Standards math curriculum implementation: purchase Board approved math textbooks, create and implement Common Core math aligned report card to accompany skills-based and credit-based report cards 			

<p>Original GOAL from prior year LCAP:</p>	<p>3: - School Community will participate in creating and maintaining a safe, healthy and productive school environment</p>		<p>Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Expelled Youth</u></p>
<p>Goal Applies to:</p>	<p>Schools: <u>All</u></p>	<p>Applicable Pupil Subgroups: <u>All</u></p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will feel safe at school. Students will have clean school environment Families and community agencies will participate in school events.</p> <p>Metric: Facilities in Good Repair (Facilities Inspection Report (FIT) Report), Other Local Measures (Participation at school wide events, Pupil survey, Parent survey, Accident and/or emergency report), Suspension rates; Analysis of suspension; Expulsion rates not applicable; Healthy Kids Survey (administered every other year - 15-16 and 17-18)</p>		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • Facilities in good repair (FIT) Report: Excellent • Participation at school wide events: <ul style="list-style-type: none"> ○ Back to school night: 27% attendance ○ School site council: 6 members – 50% attendance at each monthly meeting ○ Parent education event #1: 38% attendance ○ Parent education event #2 (April): anticipated 50% attendance ○ Parent education event #3 (May): anticipated 65% ○ Open house (April): anticipated 60% ○ End of unit student exhibitions: <ul style="list-style-type: none"> ▪ Quarter 1: 83% attendance (including students) ▪ Quarter 2: 82% (including students) ▪ Quarter 3: 81% (including students) ▪ Quarter 4: anticipated 95% • Pupil survey: 73% participation • Parent survey: 43% response, upcoming survey (April 20th) anticipated 60% participation • Accident and/or emergency report: 4 student reports, 3 staff reports • Behavior documentation by number of offenses: <ul style="list-style-type: none"> ○ Quarter 1: 24 suspensions ○ Quarter 2: 34 suspensions ○ Quarter 3: 48 suspensions ○ Quarter 4: 16 suspensions (into April) • Behavior documentation by frequency: <ul style="list-style-type: none"> ○ Quarter 1: 29% - inappropriate behavior ○ Quarter 2: 38% - racial slurs

			<ul style="list-style-type: none"> ○ Quarter 3: 23% - drug use / possession ○ Quarter 4: 38% - drug use / possession (into April) ● Behavior documentation by student: <ul style="list-style-type: none"> ○ Quarter 1: 10% of students had repeat offenses related to racial slurs and inappropriate behavior ○ Quarter 2: 29% of students had repeat offenses related to racial slurs and drug use/possession ○ Quarter 3: 18% of students had repeat offenses related to drug use / possession, racial slurs, and inappropriate behavior ○ Quarter 4: 4% of students had repeat offenses related to drug use/ possession and racial slurs (into April) ● Healthy Kids Survey: to be administered in May 2016. We anticipate 75% participation.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent/Community wellness events - schedule quarterly (times and locations accessible to parent community)	Certificated Salaries: \$36,372 Classified Salaries: \$21,090 Benefits: \$23,230 Supplies: \$3,450 Services: \$8,000 Funding Source(s): LCFF Base: \$14,898 Federal: \$10,350 Local Grant: \$66,894	<ul style="list-style-type: none"> ● 3 Parent education series events (Saturday mornings, at school, transportation and childcare provided): <ul style="list-style-type: none"> ○ Drug education (21 participants), ○ Teenagers and Teen Stress, ○ College Access and Internship Program, ● Back to School Night – teenage brain (15 attendees), ● Open House – focus on student success, Huckleberry workshop – healthy relationships (65% of students participated), ● Latino Boys Circle (27% of students participate) with consistent communication with Latino parent partners by Canal Welcome Center staff, ● Ralph Cantor (65% of students attended) (Marijuana and the Teenage Brain)- most popular with students, ● George Pegelow (ACLU) – facilitated discussion about “The Four Agreements”(65% of students participated), ● End of thematic unit exhibition events (73% of students 	Canal Welcome Center recruitment, transportation, translation, child care and presentations: \$3000 AB1913 Materials: \$150 Alt Ed Donations

			participate, 17% of parents/community members participate)	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u><input checked="" type="checkbox"/></u> ALL			<u><input checked="" type="checkbox"/></u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Facilities will be maintained in a clean and safe condition.		Classified Salaries: \$10,520 Benefits: \$4,788 Services: \$4,800 Funding Source(s): LCFF Base: \$20,108	<ul style="list-style-type: none"> Custodial support every day for 2 hours in the afternoon, custodial support for emergency situations, staff timely reporting on emergencies, keeping doors locked following protocol for intruders and school environment. Noteworthy is the infrequency of defacement or vandalism of facility and furniture in the new school environment. Staff on site provide support and supervision to students entering and exiting campus safely; supervising and supporting classroom and non-classroom activities 	Custodial staff Salary/benefits \$15,778 LCFF Canal Welcome Center 2 staff on site daily \$44,000 AB1913
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u><input checked="" type="checkbox"/></u> ALL			<u><input checked="" type="checkbox"/></u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Establish a Student advisory council. Calendar of meetings for council (once/month for approximately 1 hour).		No additional costs	<ul style="list-style-type: none"> To start at end of April and continue into 2016-17: Luis – staff advisor, 4 students sign up – roles: disciplinary council (All 4 students), events coordinator (1 student), community relations (1 student), internship (1 student), secretary (1 student) – bi-weekly meetings Disciplinary council (all members of advisory council): 	Canal Welcome Center Staff: \$1000 AB1913

			vandalism, disrespectful behavior, class disruption / non-productive behavior – set reasonable consequences with help from staff advisor	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Emergency preparedness trainings will be held for all staff quarterly in the areas of: <ul style="list-style-type: none"> • Cardio Pulmonary Resuscitation • De-escalation strategy training • Campus safety training • Crisis Prevention Intervention 		Services: \$5,000 Funding Source(s): LCFF Base: \$5,000	<ul style="list-style-type: none"> • Lock down, Youth Mental Health First Aid, earth quake drill, fire drill, County –wide emergency preparedness trainings, staff back to school, Sheriff’s Department • CPR: all staff to be trained in April • De-escalation strategy training: next year • Campus safety training: lock down, earthquake, fire, emergency preparedness on quarterly basis • Crisis Prevention Intervention: Youth Mental Health First Aid 	\$100 Services LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Maintaining a clean and safe facility: campus clean-ups – fall / spring clean-ups where families and neighbors join together to clean up the facility, student clean-ups as possible consequences for negative behaviors • Maintaining a clean and safe facility: task calendar implementation for community service hours and/or elective credit for hours completed • Parent/Community Wellness Events: Provide transportation and childcare for participation in wellness events for parents/guardians/community members sponsored by MCOE. • Productive environment: educational use of smart phones and effective technology integration for student activities • Staff trainings: to include de-escalation strategies 		

<p>Original GOAL from prior year LCAP:</p>	<p>4: - Increase parent - guardian involvement and awareness of programs and services</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9_ <u>X</u> 10_ <u>X</u> Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: <u>All</u></p>	<p>Applicable Pupil Subgroups: <u>All</u></p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Parents/guardians will access school and community support services for their students.</p> <p>Students connect individual goals and offered services.</p> <p>Students/families feel safe and supported.</p> <p>Students with special needs and their families will be informed of services available.</p> <p>Coordination of services for Foster Youth.</p> <p>Updated Triennial plan for Expelled Youth will be completed by June 30, 2015 link to prior plan: http://jade.marinschools.org/Student-Programs/Alternative-Education/Documents/Countywide Expelled Youth Plan.pdf</p> <p>Metric: Other Tests, Parent Input, Parent Participation; student wellness plans; rate of return to LEA</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Parents/guardian access school and community support services: <ul style="list-style-type: none"> ○ Back to school night: 27% of parents get information about community / school support services ○ Family intake meetings: 100% of families attend intake meetings ○ School Site Council: 6 members – members receive updated information about support services at monthly meetings through attendance or meeting notes ○ Parent education event #1: Drug education: 38% of families received information about community and school support services related to drugs and alcohol ○ School mailings: 100% of families receive pertinent information related to school/community support services ○ Parent conferences: 40% of families meet with school administrators on a regular basis to receive support in working with their teens effectively ○ Therapeutic services: 60% of students access therapeutic services at school. 50% of those students include families in some of their sessions • Students connect individual goals and offered services: <ul style="list-style-type: none"> ○ Family intake meetings: 100% of families attend intake meetings prior to enrollment where students are asked questions about goals and immediately connected to offered services ○ Weekly goal setting: 73% of students participate in weekly goal setting/review of goals where offered services are considered

			<ul style="list-style-type: none">○ College planning: 50% of students interested in attending college meet with College of Marin counselor and participate in COM tours○ Career development: 73% of students interested in career planning can participate in school to career activities including: career surveys, internships, and job shadows○ Mental health: 100% of students offered therapeutic services to address personal growth goals● Students/families feel safe and supported:<ul style="list-style-type: none">○ Pupil survey: 73% participation: 90% of these students feel safe and supported○ Parent survey: 43% response: 75% of these parents feel safe and supported○ Healthy Kids Survey will give further data about students feeling safe and supported○ Parent survey #2 (4/20/16) will give further data about parents feeling safe and supported○ 40% of families attend regular conferences with administrators where they express feeling safe and supported○ 90% of students who interact with our School Resource Officer react in a manner that indicates they feel supported by law enforcement○ 100% of families attend required intake meeting prior to enrollment. At the conclusion of the meeting, 80% of these families express feeling supported by the program goals and that their teen will be safe in our environment● Students with special needs and their families informed of services:<ul style="list-style-type: none">○ 15% of students have special needs○ 100% of these students and families are informed of services at required intake meeting for enrollment○ 100% of these students and families are informed of services at any necessary IEP meetings○ 100% of these students and families are informed of all services at the required change of placement IEP prior to being enrolled in the program
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			<ul style="list-style-type: none"> ○ 100% of these students and families are informed of their rights as part of their intake packets ● Coordination of services for Foster Youth <ul style="list-style-type: none"> ○ 5 Foster Youth enrolled throughout the 2015-16 school year ○ 100% of Foster Youth enrolled offered back packs with supplies ○ 100% of Foster Youth enrolled offered \$150 clothing allowance ○ 100% of Foster Youth enrolled offered technology package ○ 1% of Foster Youth enrolled graduating through AB167, with reduced credit requirements for graduation ● Updated Triennial plan for Expelled Youth: <ul style="list-style-type: none"> ○ Posted on Website, June 2015 ● Other tests: PLATO <ul style="list-style-type: none"> ○ Baseline: 87% participation ○ Progress assessment: 57% participation ○ Final assessment: April – May ● Other tests: End of unit project completion <ul style="list-style-type: none"> ○ Quarter 1: 56% completion ○ Quarter 2: 57% completion ○ Quarter 3: 79% completion ○ Quarter 4: anticipated 95% completion ● Other tests: In-class final essays/ assessments <ul style="list-style-type: none"> ○ Quarter 1: 66% completion ○ Quarter 2: 62% completion ○ Quarter 3: 73% completion ○ Quarter 4: anticipated 95% completion ● Parent input: <ul style="list-style-type: none"> ○ Parent survey: 43% response ○ 40% of families attend regular conferences during which they share their input ○ School Site Council: 6 members ○ 100% of families attend intake meetings prior to enrollment when they give their input ● Parent participation:
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			<ul style="list-style-type: none"> ○ Back to school night: 27% of parents participated ○ School Site Council: 6 members ○ Family intake meetings: 100% of families attend ○ 40% of families attend regular conferences ○ Parent education event #1: Drug education: 38% of families participated ○ End of unit exhibitions: <ul style="list-style-type: none"> ▪ Quarter 1: 16% ▪ Quarter 2: 17% ▪ Quarter 3: 14% ▪ Quarter 4: anticipate 35% ● Student wellness plans: <ul style="list-style-type: none"> ○ Weekly goal setting: 73% of students participate ○ Therapeutic services: 60% of students participate and create plans ○ Intake meetings: 100% of students attend prior to enrollment and create wellness plans ● Rate of return to LEA: <ul style="list-style-type: none"> ○ January 2016: 14% ○ August 2016: anticipate 24%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Quarterly parent/guardian outreach will include: <ul style="list-style-type: none"> ● Presentations and guest speakers ● Home-school communication/outreach ● Printed material ● Combined site council ● Provide parent/guardian information on events regarding program and community resources with food, childcare and translation 	Classified Salaries: \$89,833 Benefits: \$42,915 Supplies: \$1,422 Services: \$7,200 Funding Source(s): LCFF Supplemental and	<ul style="list-style-type: none"> ● Presentation and guest speakers: Parent Education Series (Saturday mornings, at school, transportation and childcare provided): Guest speakers/ Presentations: Drug education, Teenagers and Teen Stress, College Access and Internship Program, Back to School Night, Open House, monthly School Site Council meetings, presentation of student success and expectations at regular intake meetings, end of unit exhibition presentations ● Home-school communication / outreach: daily parent calls from teachers and administrators, end of quarter exhibitions, parent meetings with therapeutic staff and 	Classified secretarial staff salary/benefits \$78,981 LCFF

		<p>Concentration: \$130,349 Federal: \$5,544 Local: \$13,977</p>	<p>music therapist, report cards, IEP meetings, staff communication with adult students, morning / afternoon transportation, informal meetings with parents about student behavior, reminder calls from office staff related to student field trip and community events, ROP/ STC outreach from staff related to internship information</p> <ul style="list-style-type: none"> Printed material: report cards, mailings, comments on report cards, invitations to events, exhibition events Combined site council: meetings monthly Parent/guardian information on events: exhibitions (food), education events (childcare, transportation, food), back to school night, open house, school site council, quarterly mailings and mailings as necessary with information related to important community events and resources 	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Translation will be utilized to ensure access for all parents.		<p>Classified Salaries: \$33,170 Benefits: \$9,832 Funding Source(s): Federal: \$29,279 Local: \$13,723</p>	<p>Translation:</p> <ul style="list-style-type: none"> Mailings, phone calls, translation services at all events, culturally relevant presentations for Latino families in particular, Canal Welcome Center staff outreach to Latino families, Spanish-speaking campus support – phone calls about student behavior, Spanish-speaking office staff translates all necessary intake meetings and meetings about student behavior 	<p>Classified salary/benefits \$855 LCFF</p> <p>Canal Welcome Center community outreach, parent meetings, mentorship included above in Goal 3</p>
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Monthly coordination of mental health services; individual student wrap-around team meetings @ 1 student/week;</p>	<p>Certificated Salaries: \$18,000 Benefits: \$3,675 Funding Source(s): Federal: \$21,675</p>	<p>Monthly coordination of mental health services:</p> <ul style="list-style-type: none"> Weekly meetings with administrators and therapeutic support providers, monthly Seneca Family Services student support meetings, Bay Area Community Resources collaboration – bi-weekly meetings with therapists <p>Individual student wrap-around team meetings:</p> <ul style="list-style-type: none"> Weekly community team meetings / staff meetings, bi-weekly Probation collaborative meetings, weekly counseling meetings with therapeutic providers, weekly informal “hallway” meetings to discuss individual student concerns. Staff demonstrates willingness to use strategies that are presented in meetings due to their regular involvement in meetings. Community partners making efforts to extend similar messages to their clients (our students) as the school is sending to them related to their academic and personal growth. 	<p>Administrative salary \$20,551 LCFF</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Foster youth coordinator to conduct bi-annual outreach to districts and community agencies (including child welfare) regarding services for homeless and foster youth including: <ul style="list-style-type: none"> • Coordination of services • Required information for maintaining consistent student records (health and educational) • Monitor transition of student records in and across various educational environments. 		Certificated Salaries: \$87,636 Benefits: \$12,585 LCFF Base: \$100,221	<ul style="list-style-type: none"> • Hired a part-time Foster Youth Coordinator • Held multiple Foster Youth Services (AB 854) across the school year. • Implemented countywide data share agreement to support exchange of student records 	Certificated salary/benefits: \$92,239 LCFF, Foster Youth
Scope of service: Countywide			Scope of service: Countywide	
__ALL			__ALL	
OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
The county office liaison will coordinate the countywide plan for expelled students encompassing the 19 school districts in the county		Cost accounted for in Action step 4.	<ul style="list-style-type: none"> • Updated and posted June, 2015 	Certificated salary/benefits \$184,410 LCFF, AB 1913, Title 1 D
Scope of service: Countywide			Scope of service: LEA-wide	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Expelled Youth</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Expelled Youth</u>	
Implement the Countywide Plan for Expelled Youth will be updated (every three years) All districts will ratify the plan for approval.		Cost accounted for in Action step 4.	<ul style="list-style-type: none"> • Plan ratified in June, 2015 	No cost
Scope of service: Countywide			Scope of service: Countywide	
__ALL			__ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>		
<ul style="list-style-type: none"> Bi-annual Foster Youth/Homeless Advisory Council meeting to garner feedback from constituency. 		Cost accounted for in Action step 4.	<ul style="list-style-type: none"> Advisory meeting was held – constituency provided valuable feedback. 		Certificated salary/benefits: \$92,239 LCFF, Foster Youth
Scope of service:	Countywide		Scope of service:	Countywide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> Translation: LCAP translated into Spanish, Spanish parent/student handbook version Parent/community wellness events: volunteer events (beautification, gardening, around the school neighborhood and in family’s communities), quarterly nutrition and healthy eating meetings Community wellness: Invite weekly 12 step youth meetings on our campus 			

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.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>206,192</u>
<p>The Marin County Office of Education’s Alternative Education programs service students from across the county. The majority (73%) of the students in our programs are English Learners, low income or foster youth students. To ensure support to this population of students, we have continued to integrate the development and use of individual social/emotional/academic learning plans, individual and small group tutoring services, transportation of students, translation, and quarterly parent/family events that address wellness and support services. These additional resources provided to our students are principally directed to meet the needs of individual students and support their parent/guardians in understanding and accessing the services the program provides.</p>	

- 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.

26.36	%	<p>For our targeted population of students we offer additional outreach resources, such as individual transportation to meetings and or school functions as well as a separate opportunity of gathering with parents/guardians in order to walk them through support services in a small group setting. For example, with each of the scheduled quarterly parent outreach events, we offer translators and additional one-on-one time that represents approximately 50% more in services to the parents of English learners, low income and to the foster parents of foster youth students. Each quarterly meeting is scheduled for one hour, with an additional 30 minutes or more offered to these identified families. Special meetings conducted in Spanish have increased participation and connection to support services. This strategy will continue and requires on-going service from bilingual staff.</p>
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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.

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).

8-22-14 [California Department of Education]