

Introduction:

LEA: Sonoma County Office of Education

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
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<p>Revisions to the annual update and the 3-year plan were completed following the stakeholder engagement process. Stakeholder meetings were held on March 30, 2016, April 7, 2016 and April 8, 2016. Stakeholders included: school district partners, community partners, parents, students, COE Board members and bargaining units.</p> <p>Stakeholder groups (including the parent advisory committee/DLAC) were sent the completed plan for review and input. Any questions from the parent advisory committee/DLAC were responded to in writing.</p> <p>The public hearing for the LCAP and budget was held at the June 2, 2016 meeting of the Board.</p> <p>The LCAP and budget was approved at the June 30, 2016 meeting of the Board.</p>	<p>Stakeholder groups (including the parent advisory committee/DLAC)- were sent the completed plan for review and input. Input from the stakeholders (outlined below) resulted in expansion of some of the existing goals. Any questions from the parent advisory committee/DLAC were responded to in writing.</p> <p>Students were engaged in both formal and informal conversations and were invited to share feedback. Students reported that small group, focused intervention (i.e., work with the EL teacher) was helpful. A student 'academic contract' system that was put in place also helped students with supported focus on credit acquisition and resulted in an earned incentive. Students would like more access to elective class offerings.</p>
<p>Annual Update:</p> <p>The 2015-16 LCAP Stakeholder engagement plan was developed by the Department Director and the Director of Resources and Accountability</p> <p>The LCAP process and timeline was shared with the Instructional Services and Community Partnerships Standing Committee at its January 20, March 7 and May 2, 2016 meetings.</p> <p>Stakeholder meetings:</p> <ul style="list-style-type: none"> • March 30, 2016 for school district partners, community partners, parents, students and COE Board members • April 7, 2016 for consultation with bargaining units (certificated and classified staff) • April 8, 2016 for parents and students <p>At each stakeholder meeting, there was a review/explanation of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). Handouts were provided of the 2015-16 LCAP Infographic and Review of Progress on Measureable Outcomes. Updated program information and status on required metrics was shared and discussed and participants were asked for feedback. The same data was also shared with students and they had the opportunity to share input and feedback related to program improvement.</p> <p>Parents and students were also surveyed during the LCAP annual</p>	<p>Annual Update:</p> <p>As a result of feedback from the groups represented at the three stakeholder meetings (school district partners; community partners, parents, students, COE Board members; and bargaining units) the following changes to goals, services, actions and/or expenditures were made:</p> <ul style="list-style-type: none"> • Replacing CAHSEE data metric due to CAHSEE suspension - there is an ongoing need to identify measures that are an accurate reflection of student academic progress. Local measures already in place as well as new standardized testing (CAASPP) will be reviewed. • Exploration of GED test vendor for Court Program - there is a desire among stakeholders to resume GED testing at the juvenile hall. On-site testing was suspended after the previous vendor (Lake COE) was unable to continue. • Comparison of attendance data from similar programs - there is an ongoing need and desire to increase attendance rates in the Community School program. In order to better understand trends and formulate reasonable expectations around attendance rates, it would be helpful to compare data from programs who serve student populations similar to ours.

update process.

Partners in the Foster Youth care system attended a meeting on March 14, 2016 related to state priority 10 and the needs of Foster Youth.

District representatives attended a meeting on March 30, 2016 related to state priority 9 and the needs of expelled youth.

- Expansion of case management model for community students - there is an informal case management system in place but there is a desire to see if student outcomes can be improved with a more formalized system of support for students.
- Expansion of school-wide events - there has been some success with events in the Community School program that have included students from both the sites. There is an interest in continuing these types of events moving forward. There is also interest in capitalizing on a successful family engagement event that was held at Amarosa Academy in the Spring of 2016.
- Reconsider Work Ready Certificate - Jobs Made Real. The department formerly engaged students in the Work Ready Certificate program. There is an interest in identifying a similar tool that assists students with focusing on work-ready (soft) skills.
- Consider community service graduation requirement - the current community service component in place for students in the Community School program is primarily focused on meeting return-to-district criteria. There is an interest in considering expansion of this to require community service hours as a graduation requirement in the Community School program.
- Report on return-to-district statistics - there is a need for more formalized tracking of how many students meet return-to-district criteria and how this process can be improved. Conversations have begun with districts (most recently Santa Rosa City Schools) related to this.
- Measure family involvement in outside programming (i.e., ACT, PRIDE, VISTA, wrap-around services). Many of our families receive support via engagement with other agencies (i.e., Probation). It would be helpful to know more about this involvement (type of service, frequency, etc.) in order to better coordinate services and support to students and families.
- Reconsider parent support groups (i.e., Padres Unidos)- this has been successfully offered in the past. There is an interest in offering parent support groups again to augment the support

we offer families and to assist with increasing parent involvement and engagement.

- Consider providing professional development around working with trauma-impacted students - ACES (Adverse Childhood Experiences). An initial training related to ACEs was held in the Spring of 2016. There is a need to continue staff training around trauma informed care.

The stakeholder process will be ongoing, as the LCAP drives the work of the department. Feedback is shared with and received from stakeholders on an ongoing basis during a variety of meetings during the school year. Outcomes will be shared with stakeholders both formally and informally with stakeholders throughout the school year.

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:	Goal 1: Students will achieve Common Core grade level standards	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 COE only: _ 9 _ 10 Local: N/A
Identified Need:	<p>The majority of students continue to perform well below grade level as evidenced by:</p> <ul style="list-style-type: none"> • In the 2014-15 school year no Community School students met achievement standards in English Language Arts/Literacy or mathematics, as measured by the Smarter Balanced Assessment (SBAC). • In the 2014-15 school year 0% of students (0 of 110) in grades 8-11 scored at or above proficiency level on the Scholastic Math Inventory (SMI) • In the 2014-15 school year 24% of students (29 of 122) in grades 8-11 scored at or above proficiency level on the Scholastic Reading Inventory (SRI). 5% of 12th grade students (3 of 65) scored above 1300 (college & career ready) on the SRI • In the 2015-16 school year 1.6% of students (6 of 367) in grades 8-11 scored at or above proficiency level on the Scholastic Math Inventory (SMI) • In the 2015-16 school year 14% of students (50 of 367) in grades 8-11 scored at or above proficiency level on the SRI. 2% of 12th grade students (3 of 151) scored above 1300 (college & career ready) on the SRI <p>In the 2014-15 school year no teachers were misassigned. In the 2015-16 school year no teachers were misassigned.</p> <p>In the 2014-15 school year program administrators attended a Math Tool Kit training and consulted with SCOE's Mathematics Coordinator. In the 2015-16 school year textbook adoption data was gathered from other county office programs and some local districts.</p> <p>In the 2014-15 school year 100% of teachers participated in department professional development. In the 2015-16 school year 100% of teachers participated in department professional development.</p> <p>In the 2014-15 school year 100% of students had access to standards aligned materials. In the 2015-16 school year 100% of students had access to standards aligned materials.</p> <p>In the 2014-15 school year 100% of teachers were provided with professional development related to implementation of</p>	

CCSS. Implementation metric needs to be developed. In the 2015-16 school year 100% of teachers were provided with professional development related to implementation of CCSS and 21st century instructional strategies, including Maker Education.

Notes on additional required metrics:

API: Not available this year.

Students completing A-G requirements: Program students usually enter credit deficient. In the current structure, credit remediation drives course offerings.

Percentage of students who have passed AP exam: N/A

Percentage of students who demonstrate preparedness on the Early Assessment Program: No students took this exam.

Goal Applies to:	Schools:	Program-wide
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be a 10% increase of students scoring at or near proficiency on the Smarter Balanced Assessment (SBAC) English Language Arts/Literacy and Mathematics assessments.</p> <p>There will be a 10% increase of students scoring at or above proficiency level on the Scholastic Math Inventory (SMI).</p> <p>There will be a 10% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Reading Inventory (SRI). There will be a 10% increase (over baseline) of 12th grade students scoring 1300 or above.</p> <p>Continue to have 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified (HQT). All teachers currently employed have HQT status - this will continue to be a condition of employment. No teachers will be mis-assigned.</p> <p>Solicit teacher input into selection and purchase of state approved CCSS curriculum for all students and supplemental materials as appropriate for other subjects, as measured by textbook adoption and meeting notes.</p> <p>100% of teachers will continue to participate in department professional development. 100% of all teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice.</p> <p>100% of students will continue to have access to standards aligned materials.</p> <p>90% of teachers will demonstrate implementation of CCSS in ELA and math.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1.1 Provide highly qualified teachers, clerical, administrative and support staff</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$55775 (R0094) \$1076095 (R0241) \$ 925573 (R0242) \$ 167258 (R3025) \$ 47133 (R3310) \$ 306684 (R6500) \$ 64111 (R6680) \$14620 (R6690) \$ 86199 (R7366) Total \$ 2743448 \$1,612,206.00 - 1000's \$350,517.00 - 2000's \$780,725.00 - 3000's</p>
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<p>1.2 Provide instructional coach support to teachers</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10780 (R0241) - 5000's Total \$10780</p>
<p>1.3 Provide English and math intensive intervention teachers, instructional support materials and academic tutoring</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>1.4 Provide professional development including: Participation in Leadership Network and other SCOE professional development opportunities Department Learning Community meetings Consider providing additional training related to Adverse Childhood Experiences (ACEs) and working with trauma impacted students</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2298 (R0242) - 5000's \$8128 (R0241) - 5000's Total \$10424 Other costs reflected in Goal 1, Action 1</p>

<p>1.5 Provide Resource Specialist teachers and assistant, School Psychologist, Speech- Language Therapist and School Nurse services</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>1.6 Provide for teacher release time to collaborate in CCSS instruction</p>	<p>Program-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>1.7 Select and purchase CCSS aligned materials. Explore GED test vendor for Court School Program</p>	<p>Program-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$29,870 (R0241) - 4000's \$20,130 (R0242) - 4000's Total \$50,000</p>
<p>1.8 Continue purchase of computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology and provide for technology maintenance and support</p>	<p>Program-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$2332 (R0241) - 4000's \$3300 (R242) - 4000's Total \$5632</p>

<p>1.9 Provide teacher time for reviewing and revising assessments</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be a 10% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Math Inventory (SMI).</p> <p>There will be a 10% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Reading Inventory (SRI). There will be a 5% increase (over previous year) of 12th grade students scoring 1300 or above.</p> <p>Continue to have 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified. No teachers will be mis-assigned.</p> <p>Solicit teacher input into selection and purchase of state approved CCSS curriculum for all students and supplemental materials as appropriate for other subjects, as measured by textbook adoption and meeting notes.</p> <p>100% of teachers will continue to participate in department professional development. 100% of teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice.</p> <p>100% of students will continue to have access to standards aligned materials.</p> <p>100% of teachers will demonstrate implementation of CCSS in ELA and math.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>1.1 Provide highly qualified teachers, clerical, administrative and support staff</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$57,727 (R0094) \$1,111,758 (R0241) \$957,968 (R0242) \$173,112 (R3025) \$48,783(R3310) \$317,418 (R6500) \$66,355(R6680) \$15,132 (R6690) \$89,216(R7366) Total \$2,837,469 \$1,667,458.00 - 1000's \$362,530.00 - 2000's \$807,481.00 - 2000's</p>
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<p>1.2 Provide instructional coach support to teachers</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$11,103 (R0242) - 5000's</p>
<p>1.3 Provide English and math intensive intervention teachers, instructional support materials and academic tutoring</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Actionm 1</p>
<p>1.4 Provide professional development including: Participation in Leadership Network and other SCOE professional development opportunities Department Learning Community meetings Consider providing additional training related to Adverse Childhood Experiences (ACEs) and working with trauma impacted students</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000 (R0242) \$5,000 (R4035) \$1,200 (R0241) Total \$7,200 - 5000's Additional costs reflected in Goal 1, Action 1</p>

<p>1.5 Provide Resource Specialist teachers and assistant, School Psychologist, Speech- Language Therapist and School Nurse services</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>1.6 Provide for teacher release time to collaborate in CCSS instruction</p>	<p>Program-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>1.7 Select and purchase CCSS aligned materials. Provide GED test vendor for Court School Program.</p>	<p>Program-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$28,500 (R0241) \$21,500 (R0242) Total \$50,000 - 4000's</p>
<p>1.8 Continue purchase of computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology and provide for technology maintenance and support</p>	<p>Program-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$22,000 (R0241) - 4000's</p>

<p>1.9 Provide teacher time for reviewing and revising assessments</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be a 10% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Math Inventory (SMI).</p> <p>There will be a 10% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Reading Inventory (SRI). There will be a 2% increase (over previous year) of 12th grade students scoring 1300 or above.</p> <p>Continue to have 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified. No teachers will be mis-assigned.</p> <p>Solicit teacher input into selection and purchase of state approved CCSS curriculum for all students and supplemental materials as appropriate for other subjects, as measured by textbook adoption and meeting notes.</p> <p>100% of teachers will continue to participate in department professional development. 100% of teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice.</p> <p>100% of students will continue to have access to standards aligned materials.</p> <p>100% of teachers will demonstrate implementation of CCSS in ELA and math.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>1.1 Provide highly qualified teachers, clerical, administrative and support staff</p>	<p>Program-wide</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$60462 (R0094)</p> <p>\$1175795 (R0241)</p> <p>\$1011327 (R0242)</p> <p>\$182754 (R3025)</p> <p>\$51500 (R3310)</p> <p>\$335099 (R6500)</p> <p>\$70051(R6680)</p> <p>\$15975 (R6690)</p> <p>\$941858 (R7366)</p> <p>Total \$2,997,148</p> <p>\$1,761,295.00 - 1000's</p> <p>\$382,931.00 - 2000's</p> <p>\$852,922.00 - 3000's</p>
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<p>1.2 Provide instructional coach support to teachers</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$11,103 (R0241)- 5000's</p>
<p>1.3 Provide English and math intensive intervention teachers, instructional support materials and academic tutoring</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected ein Goal 1, Action 1</p>
<p>1.4 Provide professional development including: Participation in Leadership Network and other SCOE professional development opportunities Department Learning Community meetings Continue to provide training related to Adverse Childhood Experiences (ACEs) and working with trauma impacted students</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000 (R0242) \$5,000 (R4035) \$1,200 (R0241) Total \$7,200 - 5000's Other costs reflected in Goal 1, Action 1</p>

<p>1.5 Provide Resource Specialist teachers and assistant, School Psychologist, Speech- Language Therapist and School Nurse services</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in Goal 1, Action 1</p>
<p>1.6 Provide for teacher release time to collaborate in CCSS instruction</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 6</p>
<p>1.7 Select and purchase CCSS aligned materials. Provide GED test vendor for Court School Program</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$28,500 (R0241) \$21,500 (R0242) Total \$50,000 - 4000's</p>
<p>1.8 Continue purchase of computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology and provide for technology maintenance and support</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$22,000 (R0241)- 4000's</p>

1.9 Provide teacher time for reviewing and revising assessments	Program-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost reflected in Goal 1, Action 1
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GOAL:	Goal 2: Students will attend school because they feel engaged and connected to their learning	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 X 7 X 8 COE only: _9 _10 Local: N/A
Identified Need:	<p>In the 2014-15 school year the Community School attendance rate was 62%. In the 2015-16 school year the Community School attendance rate was 68%.</p> <p>In the 2014-15 school year the Community School chronic absenteeism rate was 68%. In the 2015-16 school year the Community School chronic absenteeism rate was 69%.</p> <p>In the 2014-15 school year the Community School graduation rate was 44%. In the 2015-16 school year the Community School graduation rate was 42.2%.</p> <p>In the 2014-15 school year the Community School dropout rate was 55.9%. In the 2015-16 school year the Community School dropout rate was 57.7%.</p> <p>In the 2014-15 school year 31.1% and 28.5% of Community School students earned 10 or more credits in the first and second quarters. In the 2014-15 school year 61% and 56% of Court School students earned 10 or more credits in the first and second quarters.</p> <p>In the 2015-16 school year 37.6% and 31.8% of Community School students earned 10 or more credits in the first and second quarters. In the 2015-16 school year 61% and 44% of Court School students earned 10 or more credits in the first and second quarters.</p> <p>All Community School Program students, including English learners, low income, foster youth and students with disabilities, have access to a broad course of study including English Language Arts, Math, Science, Social Studies, Fine Arts and P.E. Students have access to A-G coursework through junior college enrollment and/or online options.</p> <p>All Court School Program students including English learners, low income, foster youth and students with disabilities have access to a broad course of study including English Language Arts, Math, Science, Social Studies. PE is offered in conjunction with Probation's large muscle exercise program Students have access to A-G coursework through online junior college enrollment and/or other online options.</p> <p>All Community School seat time students will have access to CTE courses.</p>	
Goal Applies to:	Schools:	<p>Program-wide</p> <p>Grades: All</p>

Applicable Pupil Subgroups: All			
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Community School attendance rates in seat time program will increase by 5% (over prior year). Due to the nature of the program, Court School attendance rates are at or near 100% consistently.</p> <p>Community School chronic absenteeism rate in the seat time program will decrease by 10% (over prior year).</p> <p>Community School graduation rate will increase by 10% (over prior year). Middle school promotion is not applicable in our program.</p> <p>Community School dropout rate will decrease 10% (over prior year).</p> <p>There will be a 10% increase (over prior year) in the number of students earning 10 credits each quarter, when enrolled for the entire quarter.</p> <p>All students will continue to be provided access to a broad course of study. All students will continue to be supported in enrolling in junior college classes and/or A-G coursework.</p> <p>Students in the Community School program will continue to be provided access to a CTE coursework.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide Behavior Specialist services and continue to provide students with incentives for positive behavior.	Program-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost reflected in Goal 1, Action 1

<p>2.2 Provide Career Education Coordinator position and related enrichment activity opportunities, including expansion of school-wide/program-wide events Reconsider Work Ready Certificate - Jobs Made Real.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>2.3 Provide personnel and materials for Career Technical Education. Continue expanded CTE course offerings to possibly include extension of the school day and include parent commitment form as part of course enrollment.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25457 (R0242) - 5000's \$2000 (R3025) - 5000's Total \$27457</p>
<p>2.4 Provide student attendance and behavior incentives in the Community School program. Gather attendance and truancy intervention data from similar programs for comparison.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 (R3025) - 4000's</p>

<p>2.5 Contract with The Center for life skills curriculum to compliment the work of Career Ed Coordinator. Explore expansion of contract to include work with parents/families.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$19,750 (R0242) - 5000's</p>
<p>2.6 Provide mental health counseling services. Expand contract as necessary to increase hours of mental health counselors.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25000 (R9242) \$43200 (R3025) \$10000 (R6500) Total \$78200 - 5000's</p>
<p>2.7 Contract with Restorative Resources for restorative dialogues and conferences Consider expansion of program to include restorative practice in the classroom,</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15000 (R0241) - 5000's</p>
<p>2.8 Operate teen parent program, including onsite childcare, counseling and parenting education</p>	<p>Community School - Teen Parent Program Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Teen parents)</p>	<p>\$4000 (R3025) - 5000's Other costs reflected in Goal 1, Action 1</p>

<p>2.9 Provide bus passes for Community School students needing transportation assistance.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 (R3025) - 5000's</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Community School attendance rates in seat time program will increase by 5% (over prior year). Due to the nature of the program, Court School attendance rates are at or near 100% consistently.</p> <p>Community School chronic absenteeism rate in the seat time program will decrease by 10% (over prior year).</p> <p>Community School graduation rate will increase by 5% (over prior year). Middle school promotion is not applicable in our program.</p> <p>Community School dropout rate will decrease by 5% (over prior year).</p> <p>There will be a 10% increase (over prior year) in the number of students earning 10 credits each quarter, when enrolled for the entire quarter.</p> <p>All students will continue to be provided access to a broad course of study. All students will continue to be supported in enrolling in junior college classes and/or A-G coursework.</p> <p>Students in the Community School seat time program will continue to be provided access to CTE coursework.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>2.1 Provide Behavior Specialist services and continue to provide students with incentives for positive behavior.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 (R3025) \$63,000 (R0242) Total \$73,000 - 5000's</p>
<p>2.2 Provide Career Education Coordinator position and related enrichment activity opportunities, including expansion of school-wide/program-wide events. Reconsider Work Ready Certificate - Jobs Made Real.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>2.3 Provide personnel and materials for Career Technical Education. Continue expanded CTE course offerings to possibly include extension of the school day and include parent commitment form as part of course enrollment.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40,181 (R0242) - 5000's \$10,000 (R3025) - 4000's Total \$50,181</p>

<p>2.4 Provide student attendance and behavior incentives in the Community School program. Gather attendance and truancy intervention data from similar programs for comparison.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 (R3025) - 4000's</p>
<p>2.5 Contract with The Center for life skills curriculum to compliment the work of Career Ed Coordinator. Explore expansion of contract to include work with parents/families</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$19,750 (R0242) - 5000's</p>
<p>2.6 Provide mental health counseling services As needed, explore expansion of contract to increase hours of mental health counselors.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$82,624 (R3025) \$10,000 (R6500) Total \$92,624 - 5000's</p>
<p>2.7 Contract with Restorative Resources for restorative dialogues and conferences As needed, consider further expansion of program to include restorative practice in the classroom.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000 (R0241) - 5000's</p>

<p>2.8 Operate teen parent program, including onsite childcare, counseling and parenting education.</p>	<p>Community School - Teen Parent Program Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Teen parents)</p>	<p>\$4000 (R3025) - 5000's Other costs reflected in Goal 1, Action 1</p>
<p>2.9 Provide bus passes for Community School students needing transportation assistance.</p>	<p>Community School program Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$10,000 (R3025) - 5000's</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Community School attendance rates in seat time program will increase by 5% (over prior year). Due to the nature of the program, Court School attendance rates are at or near 100% consistently.</p> <p>Community School chronic absenteeism rate in the seat time program will decrease by 10% (over prior year).</p> <p>Community School graduation rate will increase by 5% (over prior year). Middle school promotion is not applicable in our program.</p> <p>Community School dropout rate will decrease by 5% (over prior year).</p> <p>There will be a 10% increase (over prior year) in the number of students earning 10 credits each quarter, when enrolled for the entire quarter.</p> <p>All students will continue to be provided access to a broad course of study. All students will continue to be supported in enrolling in junior college classes and/or A-G coursework.</p> <p>Students in the Community School seat time program will continue to be provided access to CTE coursework.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>2.1 Provide Behavior Specialist services and continue to provide students with incentives for positive behavior.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 (R3025) \$63,000 (R0242) Total \$73,000 - 5000's</p>
<p>2.2 Provide Career Education Coordinator position and related enrichment activity opportunities, including expansion of school-wide/program-wide events. Reconsider Work Ready Certificate - Jobs Made Real.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected Goal 1, Action 1</p>
<p>2.4 Provide student attendance and behavior incentives in the Community School program. Gather attendance and truancy intervention data from similar programs for comparison.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 (R3025) - 4000's</p>

<p>2.5 Contract with The Center for life skills curriculum to compliment the work of Career Ed Coordinator. Explore expansion of contract to include work with parents/families.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$19,750 (R0242) - 5000's</p>
<p>2.6 Provide mental health counseling services As needed, explore expansion of contract to increase hours of mental health counselors.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$82,624 (R3025) \$10,000 (R6500) Total \$92,624 - 5000's</p>
<p>2.7 Contract with Restorative Resources for restorative dialogues and conferences As needed, consider expansion of program to include restorative practice in the classroom.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000 (R0241) - 5000's</p>
<p>2.8 Operate teen parent program, including onsite childcare, counseling and parenting education.</p>	<p>Community School - Teen Parent Program Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Teen parents)</p>	<p>\$4000 (R3025) - 5000's Other costs reflected in Goal 1, Action 1</p>

<p>2.9 Provide bus passes for Community School students needing transportation assistance.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 (R3025) - 5000's</p>
<p>2.3 Provide personnel and materials for Career Technical Education. Continue expanded CTE course offerings to possibly include extension of the school day and include parent commitment form as part of course enrollment.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40,181 (R0242) - 5000's \$10,000 (R3025) - 4000's Total \$50,181</p>

GOAL:	<p>Goal 3: Students need to feel safe and secure with themselves and the school environment in order to be successful in school</p>	<p>Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X 6 _7 _8 COE only: _9 _10 Local: N/A</p>
Identified Need:	<p>In the 2014-15 school year the Community School suspension rate was 13.8%. In the 2015-16 school year the Community School suspension rate was 17%.</p> <p>Expulsion is not applicable to our program.</p> <p>In the 2014-15 school year 39.7% of students reported having high levels of school connectedness, as reported on the California Healthy Kids Survey (CHKS). In the 2015-16 school year 23% of students reported having high levels of school connectedness, as reported on the California Healthy Kids Survey (CHKS).</p> <p>In the 2014-15 school year 43.1% of students reported having high levels of caring relationships with adults in school, as reported on the California Healthy Kids Survey (CHKS). In the 2015-16 school year 29% of students reported having high levels of caring relationships with adults in school, as reported on the California Healthy Kids Survey (CHKS).</p> <p>In the 2014-15 school year 48.3% of students reported having high levels of high expectations from adults at school, as reported on the California Healthy Kids Survey (CHKS). In the 2015-16 school year 33% of students reported having high levels of high expectations from adults at school, as reported on the California Healthy Kids Survey (CHKS).</p> <p>In the 2014-15 school year 12.1% of students reported having high levels of meaningful participation in school, as reported on the California Healthy Kids Survey (CHKS). In the 2015-16 school year 13% of students reported having high levels of meaningful participation in school, as reported on the California Healthy Kids Survey (CHKS).</p> <p>In the 2014-15 school year 100% of facilities were reported in good repair, as reported on the FIT. In the 2015-16 school year 100% of facilities were reported in good repair, as reported on the FIT.</p>	
Goal Applies to:	<p>Schools: Program-wide</p> <p>Grades: All</p>	<p>Applicable Pupil Subgroups: All</p>

LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Community School suspension rates will decrease 5% (over previous year).</p> <p>As measured by the California Healthy Kids (CHKS) and/or other surveys, student report of high levels of school connectedness will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of school caring relationships with adults will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of high expectations from adults at school will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of meaningful participation in school will increase 10% (over previous year).</p> <p>Continue to maintain facilities in good repair, as measured by the FIT.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Create intentional collaboration with community partners by continuing existing contracts with community based organizations and agencies. Consider expansion of contracts to include community service graduation requirement.	Program-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,000 (R3025) \$5000 (R0241) Total \$30000 - 5000's
3.2 Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students.	Program-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost reflected in Goal 1, Action 1

<p>3.3 Provide academic counseling focused on a case management system. Improve system for tracking return-to-district statistics/outcomes.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>3.4 Provide culturally appropriate structure and support by providing bilingual counseling services and a bilingual parent liaison Explore expansion of agency contracts to include work with parents/families.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>3.5 Provide mental health counseling services to students and families through ongoing agency contracts.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 2, Action 6</p>
<p>3.6 Provide safe school facilities by continuing to maintain school facilities in good repair</p>	<p>Community School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50000 (R0242) \$18,506 (R8150) Total \$68506 - 5000's</p>

<p>3.7 Utilize restorative justice principles through contract with Restorative Resources. Explore expansion of program to include restorative practice in the classroom.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 2, Action 7</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Community School suspension rates will decrease 2% (over previous year).</p> <p>As measured by the California Healthy Kids (CHKS) and/or other surveys, student report of high levels of school connectedness will increase 5% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of school caring relationships with adults will increase 5% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of high expectations from adults at school will increase 5% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of meaningful participation in school will increase 5% (over previous year).</p> <p>Continue to maintain facilities in good repair, as measured by the FIT.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>3.1 Create intentional collaboration with community partners by continuing existing contracts with community based organizations and agencies. Consider expansion of contracts to include community service graduation requirement.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000 (R3025) \$20,000 (R0241) Total \$45,000 - 5000's</p>

<p>3.2 Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Ation 1</p>
<p>3.3 Provide academic counseling focused on a case management system. Improve system for tracking return-to-district statistics/outcomes.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>3.4 Provide culturally appropriate structure and support by providing bilingual counseling services and a bilingual parent liaison. Consider expansion of agency contracts to include work with parents/families.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$75,000 (R3025) - 5000's</p>
<p>3.5 Provide mental health counseling services to students and families As needed, consider expansion of contract to increase schedules of mental health counselors.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 2, Action 6</p>

<p>3.6 Provide safe school facilities by continuing to maintain school facilities in good repair.</p>	<p>Community School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000 (R0242) \$18,506 (R8150) Total \$68,506 - 5000's</p>
<p>3.7 Utilize restorative justice principles through contract with Restorative Resources. Consider expansion of program to include restorative practice in the classroom.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 2, Action 7</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Community School suspension rates will decrease 4% (over previous year). As measured by the California Healthy Kids (CHKS) and/or other surveys, student report of high levels of school connectedness will increase 5% (over previous year). As measured by CHKS and/or other surveys, student report of high levels of school caring relationships with adults will increase 5% (over previous year). As measured by CHKS and/or other surveys, student report of high levels of high expectations from adults at school will increase 5% (over previous year). As measured by CHKS and/or other surveys, student report of high levels of meaningful participation in school will increase 5% (over previous year). Continue to maintain facilities in good repair, as measured by the FIT.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>3.1 Create intentional collaboration with community partners by continuing existing contracts with community based organizations and agencies. Consider expansion of contracts to include community service graduation requirement.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000 (R3025) \$20,000 (0241) Total \$45,000 - 5000's</p>
<p>3.2 Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected Goal 2, Action 2</p>
<p>3.3 Provide academic counseling focused on a case management system. Improve system for tracking return-to-district statistics/outcomes.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal1, Action 1</p>
<p>3.4 Provide culturally appropriate structure and support by providing bilingual counseling services and a bilingual parent liaison. Consider expansion of agency contracts to include work with parents/families.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>

<p>3.5 Provide mental health counseling services to students and families As needed, consider expansion of contract to increase schedules of mental health counselors.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 2, Action 6</p>
<p>3.6 Provide safe school facilities by continuing to maintain school facilities in good repair.</p>	<p>Community School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50000 (R0242) \$18,506 (R8150) Total \$68506 - 5000's</p>
<p>3.7 Utilize restorative justice principles through contract with Restorative Resources. Consider expansion of program to include restorative practice in the classroom.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 2, Action 8</p>

GOAL:	Goal 4: Students will receive focused ELD instruction aligned to their proficiency levels		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 COE only: _9 _10 Local: N/A
Identified Need:	<p>In 2013-14 school year 49% of Community School students met CELDT criterion and 73% of Court School students met CELDT criterion. In 2014-15 school year 59% of Community School students met CELDT criterion and 69% of Court School students met CELDT criterion.</p> <p>In the 2014-15 school year 4 ELD students were identified as meeting reclassification criteria. In the 2015-16 school year 13 ELD students were identified as meeting reclassification criteria.</p> <p>In the 2014-15 school year 100% of ELD teachers implemented the new ELD standards. Professional development and baseline for implementation by classroom teachers needs to be developed. In the 2015-16 school year 100% of ELD teachers implemented ELD standards and participated in professional development. Baseline for implementation by classroom teachers needs to be developed.</p>		
Goal Applies to:	Schools:	All schools	
		Grades: All	
	Applicable Pupil Subgroups:	Redesignated fluent English proficient, English Learners	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>There will be a 10% increase (over prior year) in students meeting CELDT criterion, as measured by CELDT.</p> <p>There will be a 10% increase (over prior year) of ELD students meeting reclassification criteria for the purposes of gaining academic content knowledge and English language proficiency.</p> <p>75% of classroom teachers will implement the new ELD standards.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>4.1 Purchase ELD CCSS aligned instructional and support materials.</p>	<p>Program-wide Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 7</p>
<p>4.2 Provide a system for monitoring and reclassification of English Learner students.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>4.3 Provide comprehensive ELD services.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>4.4 Provide support for administration of the CELDT. Provide access to related professional development.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1 and Goal 1, Action 4</p>

<p>4.5 Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1 and Goal 1, Action 4</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be a 10% increase (over prior year) in students meeting CELDT criterion, as measured by CELDT</p> <p>There will be a 10% increase (over prior year) of ELD students meeting reclassification criteria</p> <p>100% of classroom teachers will implement the new ELD standards.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>4.1 Purchase ELD CCSS aligned instructional and support materials, as needed.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$50,000 (R0241) - 4000's</p>
<p>4.2 Provide a system for monitoring and reclassification of English Learner students.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1</p>

<p>4.3 Provide comprehensive ELD services.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>4.4 Provide support for administration of the CELDT. Provide access to related professional development.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1 and Goal 1, Action 4</p>
<p>4.5 Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1 and Goal 1, Action 4</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>There will be a 10% increase (over prior year) in students meeting CELDT criterion, as measured by CELDT.</p> <p>There will be a 10% increase (over prior year) of ELD students meeting reclassification criteria.</p> <p>100% of classroom teachers will implement the new ELD standards.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>4.1 Purchase ELD CCSS aligned instructional and support materials, as needed.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$50,000 (R0241)- 4000's</p>
<p>4.2 Provide a system for monitoring and reclassification of English Learner students.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>4.3 Provide comprehensive ELD services.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>4.4 Provide support for administration of the CELDT. Provide access to related professional development.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected Goal 1, Action 1 and Goal 1, Action 4</p>

<p>4.5 Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training.</p>	<p>Program-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cost reflected in Goal 1, Action 1 and Goal 1, Action 4</p>
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GOAL:	Goal 5: Employ a wide range of strategies to encourage parent involvement for all students. (including English Learners, low income, foster youth and students with disabilities).		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 COE only: _9 _10 Local: N/A
Identified Need:	<p>In the 2014-15 school year, 94% of parents (53 respondents) reported seeing themselves as a partner in their child's education.</p> <p>In the 2015-16 school year, 92% of parents (46 respondents) reported seeing themselves as a partner in their child's education.</p> <p>In the 2014-15 school year 58.2% of Community School parents (71 of 122) attended the Spring 2015 Individual Learning Plan (ILP) conference with their child's teacher, as measured by sign-in sheets and teacher report. In</p> <p>the 2015-16 school year 43.4% of Community School parents (72 of 166) attended the Spring 2016 Individual Learning Plan (ILP) conference with their child's teacher, as measured by sign-in sheets and teacher report.</p> <p>In the 2014-15 school year 61.5% of Probation Camp parents attended the Spring 2015 Individual Learning Plan (ILP) conference with their child's teacher, as measured by sign-in sheets and teacher report. In</p> <p>the 2015-16 school year 42.8% of Probation Camp parents attended the Spring 2016 Individual Learning Plan (ILP) conference with their child's teacher, as measured by sign-in sheets and teacher report.</p>		
Goal Applies to:	Schools:	Community School and Camp	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>There will be a 2% increase (over prior year) of parents reporting that they see themselves as a partner in their child's educational experience, as measured by parent survey.</p> <p>There will be a 10% increase (over prior year) of parents attending the Community School Spring ILP conference, as measured through sign-in sheets and teacher report.</p> <p>There will be a 10% increase (over prior year) of parents attending the Probation Camp Spring ILP conference, as measured through sign-in sheets and teacher report.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>5.1 Provide support staff for truancy intervention, including bilingual parent outreach. Work with agencies to offer parent support groups (i.e., Padres Unidos). Measure family involvement in outside programming (i.e., ACT, PRIDE, VISTA, wrap-around services), through parent survey and/or agency report.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$52363 (R0241) - 5000's</p>
<p>5.2 Provide bilingual staff to translate all materials and school communications.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>5.3 Provide translation services for parent meetings.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>There will be an increase of 2% (over prior year) of parents reporting that they see themselves as a partner in their child's educational experience.</p> <p>There will be a 10% increase (over prior year) of parents attending the Community School Spring ILP conference, as measured through sign-in sheets and teacher report.</p> <p>There will be a 10% increase (over prior year) of parents attending the Probation Camp Spring ILP conference, as measured through sign-in sheets and teacher report.</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 Provide support staff for truancy intervention, including bilingual parent outreach. Work with agencies to offer parent support groups (i.e., Padres Unidos). Measure family involvement in outside programming (i.e., ACT, PRIDE, VISTA, wrap-around services), through parent survey and/or agency report.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$52,363 (R0241) - 5000's</p>
<p>5.2 Provide bilingual staff to translate all materials and school communications.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>5.3 Provide translation services for parent meetings.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected in Goal 1, Action 1</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be an increase of 2% (over prior year) of parents reporting that they see themselves as a partner in their child’s educational experience.</p> <p>There will be a 10% increase (over prior year) of parents attending the Community School Spring ILP conference, as measured through sign-in sheets and teacher report.</p> <p>There will be a 10% increase (over prior year) of parents attending the Probation Camp Spring ILP conference, as measured through sign-in sheets and teacher report.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>5.1 Provide support staff for truancy intervention, including bilingual parent outreach. Work with agencies to offer parent support groups (i.e., Padres Unidos). Measure family involvement in outside programming (i.e., ACT, PRIDE, VISTA, wrap-around services), through parent survey and/or agency report.</p>	<p>Community School program Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$52363 (R0241)- 5000's</p>
<p>5.2 Provide bilingual staff to translate all materials and school communications.</p>	<p>Program-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost reflected Goal 1, Action 1</p>

5.3 Provide translation services for parent meetings	Program-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost reflected in Goal 1, Action 1
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GOAL:	Goal 6: Maintain countywide collaborative process for monitoring and updating/revising the plan to address educational services for expelled youth. Continue to provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 _10 Local: N/A
Identified Need:	<p>In the 2014-15 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.</p> <p>In the 2015-16 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.</p>		
Goal Applies to:	Schools:	County-wide	
	Grades:	All	
	Applicable Pupil Subgroups:	Other (Expelled youth)	
LCAP Year 1			
Expected Annual Measurable Outcomes:	Educational services will be offered/provided to 100% of expelled students, as evidenced by 922 Plan review.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Monitor implementation of county-wide 922 Plan.	County-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled youth)	No budgeted expenditures
LCAP Year 2			
Expected Annual Measurable Outcomes:	Educational services will be offered/provided to 100% of expelled students.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Supplemental pay for consultant work to coordinate required review and revision of county- wide 922 Plan	County-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled youth)	\$3,000 (R0241)- 5000's
LCAP Year 3			
Expected Annual Measurable Outcomes:	Educational services will be offered/provided to 100% of expelled students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Monitor implementation of county-wide 922 Plan.	County-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled youth)	No budgeted expenditures

GOAL:	<p>Goal 7: The FYS Coordinator will continue to work with a variety of agencies to insure that appropriate services are provided to foster youth and that school, district and Human Services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth.</p>		<p>Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: _9 X 10 Local: N/A</p>
Identified Need:	<p>There continues to be a need for tracking and gathering of accurate student school data to further the ability of the COE to track graduation outcomes for foster youth.</p> <ul style="list-style-type: none"> • In the 2013-14 school year there were 18 foster youth identified as eligible to complete a high school program. Of these 18 foster youth, 39% completed a high school program by September 1, 2014 • In the 2014-15 school year there were 34 foster youth identified as eligible to complete a high school program. By September 2015, 24 of those students had graduated, a graduation rate of 71%. This is a significant increase when compared to the 2013-14 graduation rate of 39%. <p>Records for foster youth are transferred within 48 hours. In the 2015-16 school year, records were transferred within 48 hours 98% of the time.</p> <p>Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services.</p> <p>Respond to need for ongoing education and technical support to County Human Services Department social workers in order to insure the delivery of educational services to foster youth and minimize school transitions.</p> <p>*Data is based upon a Foster Focus data and records from the youth served by the Sonoma County Office of Education Special Education Department.</p>		
Goal Applies to:	Schools:	<p>County-wide</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	<p>Foster Youth</p>	
<p>LCAP Year 1</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Collected data on FY students will show a 1% increase in graduation rates.</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request.</p> <p>Data will be provided related to:</p> <ul style="list-style-type: none"> • number of AB490 trainings provided • student education and planning meetings attended • multi-agency collaborative meetings attended • technical assistance provided to Human Services staff 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>7.1 The FYS Coordinator, tutoring services, school supplies and professional development materials are currently funded through the state-wide FYS grant. The California Department of Education is expected to release a RFA (Request for Funding Applications) in fall of 2016. It is possible that COEs will be able to apply for FYS funding for the 3-year grant cycle 2017 – 2020.</p> <p>The Foster Youth Services Coordinator will work with Human Services to:</p> <ul style="list-style-type: none"> • Minimize changes in school placement • Support provide educational status and progress of FY to child welfare agencies • Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services • Establish a mechanism for efficient and quick transfer of health and education records to schools • Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court • Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services 	<p>County-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$31687 (R7366)</p> <p>\$1579.00 - 4000's</p> <p>\$19,880.00 - 5000's</p> <p>Other costs reflected in Goal 1, Action 1</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Collected data on FY students will show a 5% increase in graduation rates, over previous year.</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request.</p> <p>Data will be provided related to:</p> <ul style="list-style-type: none"> • number of AB490 trainings provided • student education and planning meetings attended • multi-agency collaborative meetings attended • technical assistance provided to Human Services staff
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>7.1 The Foster Youth Services Coordinator will work with Human Services to:</p> <ul style="list-style-type: none"> Minimize changes in school placement Support provide educational status and progress of FY to child welfare agencies Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services Establish a mechanism for efficient and quick transfer of health and education records to schools Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services 	<p>County-wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$31,687 (R7366) \$1,579.00 - 4000's \$19,880.00 - 5000's Other costs reflected in Goal 1, Action 1</p>
LCAP Year 3			
Expected Annual Measurable Outcomes:	<p>Collected data on FY students will show a 2% increase in graduation rates, over previous year.</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request.</p> <p>Data will be provided related to:</p> <ul style="list-style-type: none"> number of AB490 trainings provided student education and planning meetings attended muti-agency collaborative meetings attended technical assistance provided to Human Services staff 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>7.1 The Foster Youth Services Coordinator will work with Human Services to:</p> <ul style="list-style-type: none"> • Minimize changes in school placement • Support provide educational status and progress of FY to child welfare agencies • Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services • Establish a mechanism for efficient and quick transfer of health and education records to schools • Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court • Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services 	<p>County-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$31,687 (R7366) \$1579.00 - 4000's \$19880.00 - 5000's Other costs reflected in Goal 1, Action 1</p>
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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?

Original Goal from prior year LCAP:	Goal 1: Students will achieve Common Core grade level standards		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 _8 COE only: _9 _10 Local:
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	Grades: 7th, 8th, 9th, 10th, 11th, 12th All	

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be a 10% increase (over previous year) of students meeting proficiency criteria in English Language Arts and mathematics as measured by the California High School Exit Exam (CAHSEE)</p> <p>CAHSEE passage rates for Community School 10th graders (adding 11th and 12th graders) will increase by 10% (over previous year)</p> <p>There will be a 10% increase (over baseline) of students scoring at or above proficiency level on the Scholastic Math Inventory (SMI).</p> <p>There will be a 10% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Reading Inventory (SRI). There will be a 10% increase (over baseline) of 12th grade students scoring 1300 or above.</p> <p>Continue to have 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified. No teachers will be mis-assigned</p> <p>Convene a teacher committee to provide input into the selection and purchase of state approved ELA/ELD and Math CCSS curriculum for all students and supplemental materials as appropriate for other subjects</p> <p>100% of teachers will continue to participate in department professional development. At least 75% of all teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice</p> <p>100% of students will continue to have access to standards aligned materials</p> <p>80% of teachers will demonstrate implementation of CCSS in ELA and math</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Administration of the CAHSEE has been suspended - no data available.</p> <p>There was a 1.6% increase (over baseline) of students scoring at or above proficiency level on the Scholastic Math Inventory (SMI).</p> <p>There was 10% decrease (over previous year) of students scoring at or above proficiency level on the Scholastic Reading Inventory (SRI). There was a 3% decrease (over baseline) of 12th grade students scoring 1300 or above.</p> <p>100% of teachers are assigned to teach subjects for which they're credentialed and/or highly qualified. No teachers were mis-assigned.</p> <p>Data collection related to adoption of CCSS aligned materials is ongoing. Selection process has not yet started.</p> <p>100% of teachers participated in department professional development. 76.9% of teachers worked with an instructional coach and/or participated in additional professional development specific to improving instructional practice.</p> <p>100% of students continued to have access to standards aligned materials.</p> <p>CCSS alignment is imbedded in the Character Based Literacy (CBL) language arts program. Implementaton metric for other subject areas still needs to be developed.</p>
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Provide highly qualified teachers, clerical, administrative and support staff</p>	<p>\$48,233.00 (R0094)</p> <p>\$1,016,936.00 (R0241)</p> <p>\$1,152,920.00 (R0242)</p> <p>\$132,170.00 (R3025)</p> <p>\$59,647 (R3310)</p> <p>\$10,524.00 (R4203)</p> <p>\$280,091 (R6500)</p> <p>\$10,858.00 (R6502 5772)</p> <p>\$35,413.00 (R6680)</p> <p>\$13,168.00 (R6690)</p> <p>\$84,532.00 (R7366)</p> <p>Total \$2,844,492.00</p>	<p>Highly qualified teachers, clerical, administrative and support staff were provided.</p>	<p>\$44,725 (R0094)</p> <p>\$1,070,390.00 (R0241)</p> <p>\$1,075,196.00 (R0242)</p> <p>\$121,548.00 (R3025)</p> <p>\$59,129 (R3310)</p> <p>\$9,926.00 (R4203)</p> <p>\$280,703 (R6500)</p> <p>\$9,952.00 (R6502 5772)</p> <p>\$41,460.00 (R6680)</p> <p>\$13,812.00 (R6690)</p> <p>\$97,492.00 (R7366)</p> <p>Total \$2,824,333.00 (Health benefits, sub costs and supplemental pay costs were less than anticipated)</p>
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Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide professional development including: Participation in Leadership Network and other SCOE professional development opportunities Department Learning Community meetings		\$1,000 (R0242) \$5,000 (R4035) \$1,200 (R0241) Total \$7,200 Other costs reflected above	Professional development was provided including: <ul style="list-style-type: none"> • Teacher participation in Leadership Network and other SCOE professional development opportunities • Teacher participation in department Learning Community meetings 	\$0 (R0242) \$5,522 (R4035) \$6,879 (R0241) \$300 (R4203) \$45 (R6500) Total \$12,746	
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide instructional coach support to teachers		\$18,400 (R0242) \$42,569 (R0241) Total \$60,969	All teachers had access to instructional coach support.	\$0 (R0242) \$0 (R0241) Total \$0 *Billing transfer will occur at year-end. Cost is estimated to be \$10,450
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Provide for teacher release time to collaborate in CCSS instruction		\$6,860 (R0241)	Collaboration related to CCSS was done via the Learning Community meetings and did not require release time.		\$0 (R0241) Cost reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Select and purchase ELA/ELD and Math CC aligned materials		\$28,500 (R0241) \$21,500 (R0242) Total \$50,000	Purchase of CCSS-aligned materials has not yet occurred.		\$0 (R0241) \$0 (R0242) Total \$0 (No materials were purchased this year)
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide teacher time for reviewing and revising assessments		Built into salary	Review and revision of assessments is being re-evaluated in light of Common Core Standards implementation.		Expenditures reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase new computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology and provide for technology maintenance and support		\$22,000 (R0241)	Outdated/damaged technology was replaced as needed. Technology maintenance and support was provided.		\$7,671 (R0241) \$ 6,370 (R9010) Total \$14,041
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide CAHSEE/English and math intensive intervention teachers, instructional support materials and academic tutoring		\$41,540 (R0241) \$44,862 (R0242) \$54,330 (R3025) \$,3,205 (R4203) \$10,858 (R6502) Total \$165,289	English and math intensive intervention teachers, instructional support materials and academic tutoring were provided.	Expenditures reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide Resource Specialist teachers and assistant, School Psychologist, Speech- Language Therapist and School Nurse services		\$61,863 (R0242) \$59,547 (R3310) \$262,846 (R6500) Total \$384,356	Resource Specialist teachers/assistant, School Psychologist, Speech-Language Pathologist and School Nurse services were provided.		Expenditures reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures

- Although all teachers are considered high qualified, student performance is still below desired levels. We will continue to provide support to teachers to strengthen instructional practice.
- Staff have been provided with rigorous department professional development and have also been encouraged through the evaluation process to participate in relevant pd offerings outside of the department. Several have taken advantage of this and the expectation that teachers keep their skills current and updated will continue.
- ESS staff has provided a wide range of services to teachers. Identification of methods for best providing instructional coaching are still being explored.
- Textbook adoption is still being evaluated - pending adoption of materials by other COE programs and local districts.
- Implementation of new reading and math diagnostic program in Community School is ongoing, however, we need to continue to familiarize ourselves with the data this program provides and increase student investment in the process. Issues with the technology infrastructure in the Court School program have been addressed and the assessments were administered in that setting in the 2015-16 school year.
- The focus continues to be on implementation of CCSS and 21st century instructional strategies. We are not yet ready to start review and revision of existing assessments – this will remain as a goal.
- Participation in the Leadership Network continues to provide a framework for department professional development. We look forward to a shift in focus for the Network in the 2016-17 school year.
- All sites have access to Chromebooks and they are being utilized by students. This is a first critical step in integrating technology into the curriculum. Issues with technology infrastructure at the JJC have been mitigated.
- We continue to see positive student progress for students who work with the intensive intervention teachers. Additionally, student engagement with these teachers remains high. Student attendance and academic performance of this subgroup continues to be below desired levels. We will continue to look at our service delivery model and the types and level of support that students receive to determine how to increase effectiveness in this area.

All actions and services described above will continue to be a high priority for the department moving forward.

- The goal related to the CAHSEE has been removed, as that requirement is currently suspended. We will use SBAC data as the measure for ELA and math proficiency
- We will look into a GED test vendor for the Court School program.
- We will consider providing additional professional development related to Adverse Childhood Experiences (ACEs) and trauma impacted students

<p>Original Goal from prior year LCAP:</p>	<p>Goal 2: Students will attend school because they feel engaged and connected to their learning.</p>		<p>Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 X 7 X 8 COE only: _9 _10 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>Attendance rates in Community School seat time program will increase by 5%</p> <p>Community School chronic absenteeism rate will decrease by 10%</p> <p>Community School graduation rate will increase by 2%</p> <p>Court School GED passage rates will increase by 2%</p> <p>Community School dropout rate will decrease 2% from 2011-12 dropout rate.</p> <p>There will be a 10% increase in the number of students earning 10 credits each quarter, when enrolled for the entire quarter</p> <p>Students will continue to be provided access to a broad course of study Students will continue to be supported in enrolling in junior college classes and/or A-G coursework</p> <p>Students in the Community School seat time program will continue to be provided access to a CTE coursework</p>		<p>Attendance rates in Community School seat time program increased 6%.</p> <p>Community School chronic absenteeism rate increased by 1%.</p> <p>Community School graduation rate decreased 1.8%.</p> <p>GED was not administered in the Court School program this year.</p> <p>Community School dropout rate increased 1.8%.</p> <p>During the first quarter n the Community School program there was a 6.5% increase in the number of students earning 10 credits, when enrolled for the entire quarter. In the Court School program there was a .3% increase in the number of students earning 10 credits, when enrolled for the entire quarter.</p> <p>During the second quarter n the Community School program there was a 3.3% increase in the number of students earning 10 credits, when enrolled for the entire quarter. In the Court School program there was a 11.9% decrease in the number of students earning 10 credits, when enrolled for the entire quarter.</p> <p>Students continue to be provided access to a broad course of study Students continue to be supported in enrolling in junior college classes and/or A-G coursework.</p> <p>Students in the Community School seat time program continue to be provided access to a CTE coursework.</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide student attendance and behavior incentives in the Community School program		\$10,000 (R3025)	Student attendance and behavior incentives were provided in the Community School seat-time program.		\$12,952 (R3025)
Scope of service:	Community School program Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Community School seat time program Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide bus passes for Community School students needing transportation assistance		\$10,000 (R3025)	Transportation assistance was provided to students in the Community School seat-time program, through the provision of bus passes.		\$4354 (R3025) Expenditures are less than projected due to decline in enrollment and improved identification of need.

Scope of service:	Community School program Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Community School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide personnel and materials for Career Technical Education. Continue expansion of CTE course offerings to include extension of the school day and include parent commitment form as part of course enrollment		\$39,209 (R0242) \$10,000 (R3025) Total \$49,209	Personnel and materials for Career Technical Education were provided. Some course offerings included extension of the school day. Written parent commitment was added as part of the course enrollment.	\$0 (R0242) \$0 (R3025) Total \$0 *Billing transfer will occur at year-end. Expenditures estimated to be \$25,457	
Scope of service:	Community School program Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Community School seat-time program Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide Career Education Specialist position and related enrichment activity opportunities		\$48,570 (R0242) \$12,043 (R3025) Total \$60,613	Career Education Coordinator and related enrichment activity opportunities were provided.		Expenditures are reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Contract with The Center for life skills curriculum to compliment the work of Career Ed Specialist. Explore expansion of contract to include work with parents/families		\$19,750 (R0242)	Life skills curriculum was provided. Expansion of the contract to include work with parents/families has not yet occurred.		\$19,750 (R0242)

Scope of service:	Community School program Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Community School seat-time program Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide mental health counseling services Explore expansion of contract to increase hours of mental health counselors		\$82,624 (R3025) \$10,000 (R6500) Total \$92,624	Mental health counseling services were provided. There was some increase of counseling hours.	\$43,200 (R3025) \$10,000 (R6500) \$25,000 (R0242) \$ 6,147(R6512) Total \$84,347 (cost doesn't reflect all invoices for the year)	
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide Behavior Specialist services through School Psychologist and continue to provide students with incentives for positive behavior		\$61,863 (R0242) \$10,000 (R3025) Total \$71,863	Behavior Specialist services were provided.	Expenditures reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Contract with Restorative Resources for restorative dialogues and conferences Consider expansion of program to include restorative practice in the classroom		\$14,288 (R3025)	Restorative Resources services were provided - restorative dialogues and conferences occurred. Expansion to allow for restorative practice in the classroom has not yet occurred.		\$20,000 (R3025)
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Operate teen parent program, including onsite childcare, counseling and parenting education		\$115,457 (R0242)	Teen parent program (including onsite childcare, counseling and parenting education) were provided		\$4000 (R3025) Other expenditures reflected in Goal 1, Action 1
Scope of service:	Community School - Teen Parent Program Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Community School Teen Parent Program Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures	<p>Although slightly increased from previous year, attendance rates continue to be below desired levels. We will continue to review and revise incentives and interventions to maximize impact.</p> <p>Although provision of bus passes seems to increase the attendance rates of some students, overall attendance rates continue to be below desired levels.</p> <p>There have been mixed results with CTE course offerings in terms of impact on student engagement, behavior and attendance. Student follow through related to extension of the school day is less than desirable. We will continue to monitor CTE course offerings and their effectiveness.</p> <p>The Career Ed Coordinator provides 'value added' activities and experiences for students. Ongoing monitoring is required to insure that offerings are high interest and relevant to our student population.</p> <p>Collaboration with The Center for provision of a life skills class seems to be effective and will continue to be monitored to insure that offerings are high interest and relevant to our student population.</p> <p>Finding mental health counselors that are well prepared to work with our student population can be problematic. We will continue to work with our agency partners to insure that appropriate personnel are recruited and retained.</p> <p>Some students are benefitting from offered support services – we would like to see this expanded to more students and include support for staff in managing difficult classroom behaviors.</p> <p>Restorative dialogue groups have been well received by the students. We will continue to work to insure that they are having a meaningful impact on student outcomes. Restorative conferences for students returning to district have been highly successful.</p> <p>Services to teen parents and high quality childcare have had a positive impact on outcomes for these students and their children.</p> <p>All actions and services described above will continue to be a high priority for the department moving forward. All goals in this area will remain in place. As a result of review of past progress, the following changes are reflected in the 3 year plan:</p> <ul style="list-style-type: none">• Gather truancy intervention and attendance data from similar programs for comparison• Consider expansion of contracts with CBOs to increase mental health counseling services and expand use of restorative practices• Continue expansion of school-wide/program-wide events• Reconsider Work Ready Certificate - Jobs Made Real• Consider community service graduation requirement
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**Original Goal
from prior year
LCAP:**

Goal 3: Students need to feel safe and secure with themselves and the school environment in order to be successful in school

Related State and/or Local Priorities: X
1 _2 _3 _4 _5 X6 _7 _8 COE
only: _9 _10 Local:

Goal Applies to:	Schools:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th	
Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	<p>Community School suspension rates will decrease by 5% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of school connectedness will increase by 10% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of school caring relationships with adults will increase by 10% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of high expectations from adults at school will increase by 10% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of meaningful participation in school will increase by 10% (over prior year)</p> <p>Continue to maintain facilities in good repair</p>	Actual Annual Measurable Outcomes:	<p>Community School suspension rate increased 3.2%.</p> <p>As measured by CHKS, students report of high levels of school connectedness decreased by 16.7% (over prior year).</p> <p>As measured by CHKS, student report of high levels of school caring relationships with adults decreased by 14.1% (over prior year).</p> <p>As measured by CHKS, student report of high levels of high expectations from adults at school decreased by 15.3% (over prior year).</p> <p>As measured by CHKSs, student report of high levels of meaningful participation in school increased by .9% (over prior year).</p> <p>All facilities were, and still are, in good repair, as reported by the FIT.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide culturally appropriate structure and support by providing bilingual counseling services and a bilingual parent liaison Explore expansion of agency contracts to include work with parents/families	Cost is reflected in Goal 1, Action 1	Culturally appropriate support services (with the exception of a bilingual counselor) were provided. A bilingual parent liaison has not been hired (we are re-examing this). Agency contracts have not yet been expanded to include work with parents/families.	Expenditures are reflected in Goal 1, Action 1

Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Create intentional collaboration with community partners by continuing existing contracts with community based organizations (Volunteer Center, The Center, counseling agencies and Probation)		\$20,000 (R3025)	Intentional collaboration with community partners occurred and is ongoing.	\$25,000 (R3025) \$5,000 R(0241) Total \$30,000 (Volunteer Center contract was increased)	
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Utilize restorative justice principles through contract with Restorative Resources. Explore expansion of program to include restorative practice in the classroom		\$14,288 (R3025)	Restorative justice principles/practices were utilized. Future expansion of contract will allow for services in all schools.		Expenditures are reflected in Goal 2, Action 8
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Community School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students		Cost is reflected in Goal 2, Action 2	Healthy relationships between adults and students is promoted via school/community building events.		Expenditures are reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide academic counseling focused on a case management system		Cost is reflected in Goal 1, Action 1	Academic counseling, focused on a case management system, was provided.		Expenditures are reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide mental health counseling services to students and families through ongoing agency contracts (Support Our Students, Petaluma Learning & Guidance)		Cost is reflected in Goal 2, Action 6	Mental health counseling services were provided to students and families through ongoing agency contracts.		Expenditures reflected in Goal 2, Action 6
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide safe school facilities by continuing to maintain school facilities in good repair		\$1,000 (R0241) \$87,112 (R0242) \$18,399 (R8150) Total \$106,511	Safe school facilities were provided and any needed repairs were conducted.	\$38 (R0241) \$50,743 (R0242) \$10,613 (R8150) Total \$61,394 (All costs have not yet been charged to department)
Scope of service:	Community School sites Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Community School Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

What changes in actions, services, and expenditures

Assessment of effectiveness:

- Efforts to recruit bilingual counseling staff need to continue, including outreach to local university programs
- There continues to be a need to explore the creation of a bilingual parent liaison position
- There continues to be a need to monitor the impact of CBO services on student outcomes
- Restorative dialogue groups have been well received by the students. We will continue to work to insure that they are having a meaningful impact on outcomes
- More progress needs to be made in the area of school-community building events. Ideas have been formulated but an action plan needs to be developed

All actions and services described above will continue to be a high priority for the department moving forward. All goals in this area will remain in place. As a result of review of past progress, the following changes are reflected in the 3 year plan:

- Consider expansion of contracts with CBOs to increase mental health counseling services and expand use of restorative practices
- Improve process for tracking return-to-district statistics

Original Goal from prior year LCAP:	Goal 4: Students will receive focused ELD instruction aligned to their proficiency levels		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 COE only: _9 _10 Local:	
Goal Applies to:	Schools:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		
	Applicable Pupil Subgroups:	Redesignated fluent English proficient, English Learners		
Expected Annual Measurable Outcomes:	<p>There will be a 10% increase (over previous year) in students meeting CELDT criterion, as measured by CELDT</p> <p>There will be a 10% increase (over previous year) of ELD students meeting reclassification criteria</p> <p>50% of classroom teachers will implement the new ELD standards.</p>		Actual Annual Measurable Outcomes:	<p>In Community School there was a 10% increase (13-14 to 14-15) in students meeting CELDT criterion, as measured by CELDT.</p> <p>In Court School there was a 4% decrease (13-14 to 14-15) in students meeting CELDT criterion, as measured by CELDT.</p> <p>There will be a 10% increase (over previous year) of ELD students meeting reclassification criteria.</p> <p>Method for measuring implementation of ELD standards by classroom teachers is still being developed.</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide comprehensive ELD services		\$38,682 (R0242)	Comprehensive ELD services were provided. Expenditures are reflected in Goal 1, Action 1	
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Begin purchase of ELD CCSS aligned instructional and support materials		\$50,000 (R0241)	Materials have not yet been purchased.		\$0 (R0241) No materials were purchased this year.
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training		Cost reflected in Goal 1, Action 2	Teacher professional development was provided, that included ELD/ELA/CCSS training. No new curriculum was purchased.		Expenditures are reflected in Goal 1, Action 2
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide support for administration of the CELDT. Provide access to related professional development.		Cost reflected in Goal 1, Action 2	Support for administration of the CELDT and related professional development was provided.		Expenditures are reflected in Goal 1, Action 1 and Goal 1, Action 2
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide a system for monitoring and reclassification of English Learner students		Cost reflected in Goal 1, Action 2	A system for monitoring and reclassification of English Learners was provided		Expenditures are reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Assessment of effectiveness:</p> <ul style="list-style-type: none"> • Although EL students are receiving increased services, we will continue to monitor the effectiveness of the program to insure best practices are being utilized and measurable student progress is being gained. • Materials have not yet been purchased - staff have identified some possible resources to pilot. • We need to continue to monitor the impact staff professional development is having on student outcomes. <p>All actions and services described above will continue to be a high priority for the department moving forward. All goals in this area will remain in place. There are no changes in actions or services.</p>	

Original Goal from prior year LCAP:	Goal 5: Employ a wide range of strategies to encourage parent involvement for all students.(including English Learners, low income, foster youth and students with disabilities)		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 COE only: _9 _10 Local:
Goal Applies to:	Schools:	Community School and Camp Grades: 7th, 8th, 9th, 10th, 11th, 12th Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	There will be an increase of 2% (over prior year) of parents reporting that they see themselves as a partner in their child’s educational experience There will be an increase (over prior year) of 10% of parents attending the Community School Spring ILP conference. There will be an increase (over prior year) of 10% of parents attending the Probation Camp Spring ILP conference	Actual Annual Measurable Outcomes:	In the Community School program there was a 2% decrease of parents reporting that they see themselves as a partner in their child’s educational experience. The rate remains over 90%. There was a decrease (over prior year) of 14.9% of parents attending the Community School Spring ILP conference. There was a decrease (over prior year) of 18.7% of parents attending the Probation Camp Spring ILP conference
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide attendance/truancy support staff personnel to allow for bilingual parent outreach	\$30,907 (R0241)	Attendance/truancy support staff was provided to allow for bilingual parent outreach.	\$0 (R0241) (Additional staff was not hired)

Scope of service:	Community School program Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Community School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide bilingual staff to translate all materials and school communications		Cost reflected in Goal 1, Action 1	Bilingual staff was provided to translate all materials and school communications.		Expenditures are reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide translation services for parent meetings		Cost reflected in Goal 1, Action 1	Translation services for parent meetings were provided		Expenditures are reflected in Goal 1, Action 1
Scope of service:	All schools Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Program-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>What changes in actions, services, and expenditures</p>	<p>Assessment of effectiveness:</p> <ul style="list-style-type: none"> • Parent outreach efforts need to increase. It is hoped that a case management approach will improve outcomes. • A more extensive tool was used for the parent survey this year. This change may have led to some skewing of the data. • Translation services (both oral and written) are meeting program needs. <p>All actions and services described above will continue to be a high priority for the department moving forward. All goals in this area will remain in place. As a result of review of past progress, the following changes are reflected in the 3 year plan:</p> <ul style="list-style-type: none"> • Consider expansion of contracts with CBOs to include work with parents/families • Reconsider parent support groups (i.e., Padres Unidos) • Measure family involvement in outside programming (i.e., ACT, PRIDE, VISTA, wrap-around services)
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Original Goal from prior year LCAP:	Goal 6: Maintain countywide collaborative process for developing/revising a plan to address educational services for expelled youth, provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 _10 Local:	
Goal Applies to:	Schools:	County-wide Grades: 7th, 8th, 9th, 10th, 11th, 12th		
	Applicable Pupil Subgroups:	Other (Expelled youth)		
Expected Annual Measurable Outcomes:	Educational services are provided to 100% of qualifying expelled students	Actual Annual Measurable Outcomes:	Educational services are provided to 100% of qualifying expelled students	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Supplemental pay for consultant work to coordinate required review and revision of county- wide 922 Plan		No budgeted expenditures	Implementation of county-wide 922 plan was monitored \$0 No budgeted expenditures in this year.	
Scope of service:	County-wide Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Services were provided county-wide Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled youth)</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other(Expelled youth)</p>
<p>What changes in actions, services, and expenditures</p>	<p>No changes in actions, services or expenditures have been made as a result of reviewing past progress. No changes have been made to the goals.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>Goal 6: The FYS Coordinator will continue to work with a variety of agencies to insure that appropriate services are provided to foster youth and that school, district and Human Services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth</p>		<p>Related State and/or Local Priorities: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <input type="checkbox"/>6 <input type="checkbox"/>7 <input type="checkbox"/>8 COE only: <input type="checkbox"/>9 <input checked="" type="checkbox"/>10 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>County-wide</p> <p>Grades: All</p>	
<p>Applicable Pupil Subgroups:</p>		<p>Foster Youth</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>Collected data on FY students will show a 1% increase in graduation rates</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request</p> <p>Data related to requests from the juvenile court and COE response.</p> <p>Data for the number of AB490 trainings provided, student education and planning meetings attended, multi-agency collaborative meetings attended, and technical assistance provided to Human Services staff</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>There were 34 foster youth eligible to graduate in the 2014-15 school year. By September of 2015, 24 of those students had graduated, a graduation rate of 71%. This is a significant increase when compared to the 2013-14 graduation rate of 39%.</p> <p>Student records for foster youth are processed within 48 hours of the request in 98% of cases.</p> <p>Data related to requests from the juvenile court and COE response.</p> <p>Data for the number of AB490 trainings provided, student education and planning meetings attended, multi-agency collaborative meetings attended, and technical assistance provided to Human Services staff:</p> <ul style="list-style-type: none"> • AB490 training provided: 25 • Student education and planning meetings attended: 107 (This represents actual meetings and does not include daily phone call and email support which was also provided.) • Multi-agency collaborative meetings attended: 66 • Technical assistance provided to Human Services staff: 48 (This represents actual meetings and does not include daily support provided by phone or email to social workers and social worker supervisors.)
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>The FYS Coordinator, tutoring services, school supplies and professional development materials are currently funded through the state-wide FYS grant. This grant funding is expected to remain unchanged for 15-16. The California Department of Education is expected to release a RFA (Request for Funding Applications) in fall of 2015. Counties will be able to apply for FYS funding for the 3-year grant cycle 2016 – 2019.</p> <p>The Foster Youth Services Coordinator will work with Human Services to:</p> <ul style="list-style-type: none"> Minimize changes in school placement, Support provide educational status and progress of FY to child welfare agencies, Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services Establish a mechanism for efficient and quick transfer of health and education records to schools Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court. Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services 		\$33,354 (R7366)	<p>Coordination for provision of services to foster youth was provided.</p> <p>The Foster Youth Services Coordinator worked with Human Services to:</p> <ul style="list-style-type: none"> Minimize changes in school placement, Support/provide educational status and progress of FY to child welfare agencies, Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services Establish a mechanism for efficient and quick transfer of health and education records to schools Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court. Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services 		\$120,760 (R7366) *
Scope of service:		County-wide	Scope of service:		Services were provided county-wide
		Grades: All			Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures	<p>Assessment of effectiveness:</p> <ul style="list-style-type: none">• The Foster Focus data system is being used, and the Foster Youth Coordinator is focusing on working collaboratively with school districts to collect the school demographic information that will allow more accurate accounting of the youth who are of graduation age and those who reach that goal.• Additional funds from the AB854 were used in order to cover the cost of agency staff to expand the capacity of the SCOE Foster Youth Support Coordination Program. This allowed for expanded and expedited collection of student academic progress data and is increasing the accuracy of information so that targeted outreach programs can be explored. <p>The following changes in actions, services or expenditures have been made as a result of reviewing past progress:</p> <p>Moving forward, the goal is to collaborate with and support districts in expanding the outreach to students at various academic transition points, such as early elementary, and transitions between elementary, middle, and high school. In 2016-17, once the information is reasonably accurate, it will be shared with school teams to support collaboration in developing supports for students and interventions for students who are struggling.</p> <p>The outcome related to requests from the juvenile court and COE response will no longer be tracked separately. The support for foster youth who are engaged in the juvenile justice system is integrated into the school-wide program support. COE staff work collaboratively to address any requests from the court and holistically support the needs of students.</p>
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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:	824799
<p>Using the calculation provided by the state, the Sonoma County Office of Education (SCOE) has calculated that it will receive \$ 566,399 in Supplemental funding and \$ 258,400 in Concentration funding under the Local Control Funding Formula (LCFF). These expenditures are reflected in the budget portion of the plan and include mental health and academic counseling, behavior specialist support, academic tutoring, intensive instruction, restorative practice support, instructional coaching, professional development and technology upgrades. Since our unduplicated student population count is 75.7%, all of these actions and services are being performed on a program-wide basis. Utilizing funds program-wide reaches not only the 75.7% UPC but virtually all students in the program, allowing for the most effective use of these funds.</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.

4.90	%
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Using the FCMAT calculation tool, the proportionality percentage has been calculated at 4.90%. In addition to the base program that we provide all students, we provide our EL students focused ELD instruction, support and intervention services. These actions and services are principally directed to serve our unduplicated pupils by ensuring that English Language Learners have access to the support, resources, materials and services that extend their learning.

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).