

**Introduction:**

The Tulare County Office of Education (TCOE) services high-risk youth in its Court/Community Schools. Tulare County operates five separate community schools in addition to the Youth Facility Court School and Juvenile Detention Facility Court School. On a daily basis, the Court/Community Schools' average enrollment is 234 students. There is a high transiency of students throughout the programs. The supplement and concentration grant expenditures are identified in the budget by object number and component code 25 (i.e. 4300-25).

TCOE Court/Community Schools serve those referred students ranging from seventh through twelfth grades who are expelled, adjudicated or incarcerated.

**Explanation of data metrics not measured**

The student population in the court and community schools is highly transient. Given the itinerant nature of the student enrollment and the fact that most are short-term, there are some recommended metrics that cannot be addressed: English Learner Reclassification rates, Advanced Placement data, A-G course completion rates, Career Technical Education Course completion rates, high school graduation rate, high school dropout rate, middle school dropout rate, and pupils who participate in the EAP program. Pupils are offered the EAP during the state testing administration. The TCOE court and community schools do not expel students from our programs thus expulsion data does not apply. Graduation rates are not calculated for County Offices of Education.

**LEA:** Tulare County Office of Education

**Contact:** Nicole Rocha, Administrator- Educational Options, nrocha@tcoe.org, (559)651-2904

**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

**Stakeholder Engagement:**

**Staff:** stakeholder surveys, collaboration, data presentation

**Strategic Planning Meetings**

1. Court and Community school teachers met to discuss areas of need and improvement to prepare students for college and career readiness.-8/13/2015 & 8/14/2015

The strategic planning meetings entailed sharing data with stakeholders and determining a focus for our greatly underserved students. The evidence that we discussed included development of local assessments and how this information can be utilized to drive instruction. These informational meetings helped guide the formation of goals, actions, and services for the LCAP.

2. Parent/Teacher conferences: 9/23-25/2015

3. Inservice on CCSS argumentative writing skills-10/30/2015

Local data indicated students lacked proficient writing skills which impact their ability to be college and career ready. Dates included Court and Community school teachers meetings: 8/13/15 & 8/14/15 - discussed the need to improve writing scores; 9/2/2015, 10/14/2015, 11/4/2015, 12/2/2015, 1/13/16, 2/10/16, 3/2/16, 4/6/16, & 5/4/16 - writing in-service targeting CCSS addressing specifically argumentative writing strategies; 1/13/16 & 3/2/16 - teachers convened and scored the locally developed benchmark taken by all students; 10/30/15 - CCSS argumentative writing strategies developed for implementation. The data and CCSS benchmark results were discussed to further develop the LCAP. School Site Council convened on said dates and spoke about the CCSS and developed LCAP.

4. Speaker Horatio Sanchez "A Brain-Based Approach to Closing the Achievement Gap."-1/20/2016

5. English Language Development Designated Instruction: 6/10/2016

6. Teachers' Collaboration (Develop writing benchmarks, score and collect data from benchmarks) 9/2/2015, 10/14/2015, 11/4/2015, 12/2/2015, 1/13/2016, 2/10/2016, 3/2/2016, 4/6/2016, 5/4/2016 -

**7. School Site Council**

9/9/2015 - Introduce LCFF, discuss SPSA

1. Teachers expressed the need to continue the support of the consultants in English Language Arts and Mathematics. These support services are included in our 2016-2017 plan.

2. Feedback from parents was positive and parents requested parent/teacher conferences to take place twice a year versus once.

3. Local assessment data was discussed and due to the need to improve writing scores consultants will not only continue, but their services will be increased.

4. All staff attended the presentation which focused on best practices when dealing with at-risk students. Staff was asked for input regarding LCAP goals after receiving information on how to deal with struggling students who are expelled or adjudicated into our programs. The need for a Family Services Worker was highlighted as a priority due to the fact that many students were able to receive services due to collaboration efforts with outside agencies.

**5. English Language Development**

Teachers were shown strategies to use in the classroom with technology. This demonstrated the need to continue to purchase and update technology, software, and hardware as needed to close the gap between English Language learners and their peers of the same age and grade level.

**6. Teachers' Collaboration**

Students high transiency rate showed the need to have a computer based testing program to keep track of students progress or lack of progress in English Language Arts and Math. We will continue to use NWEA as our computer testing program.

**7. SSC**

The overwhelming outcome for the development for the LCAP was to reflect the need for college and career awariness. Discussions continuing the Instructional Access program so students can earn a diploma and the need for improvemnt for English Langulare learners were addressed at length.

**8. Stakeholder meetings**

1/28/2016 - Continue input on LCAP  
4/20/2016 - Shared LCAP data: Common Core Writing Benchmark Results, CELDT results, Drop out Rate, Attendance Rates

**8.Stakeholder Meetings for LCAP**

We invited all stakeholders through phone calls, e-mails, and flyer distribution to our strategic planning meetings. Stakeholders included parents, students, probation department, support staff, teachers, principal and representatives from bargaining units. During the meetings, data was presented on student progress to plan for future goals. Stakeholders' input on the LCAP was addressed and discussed at School Site Council and Stakeholder meetings.

Stakeholder meeting dates:  
9/10/2015, 1/21/2016, 2/24/2016, 4/21/2016, 5/26/201

**9. Parent Advisory Committee (PAC):**

Parents and guardians consulted and engaged in the development of the LCAP input:9/9/2015, 9/10/2015, 1/21/2016, 1/28/2016, 3/24/2016, 4/20/2016, 4/21/2016, 5/26/2016

**Parents & Guardians:** Surveys and Stakeholder Meetings for LCAP- 9/10/2015, 1/21/2016, 2/24/2016, 4/21/2016, 5/26/2016

**10. English Lanuage Advisory Committee (ELAC):**

Parents and guardians representing English language learners met to address growth and needs for English language learners. LCAP introduction, input and development were discussed: 9/9/2015, 1/28/2016, 4/20/2016

**11.Students:**

Surveys were completed and data shared along with attendance at School Site Council to address LCAP input were implemented: 9/9/2015, 1/28/2016, 4/20/2016

These meetings were valued due to the outcome: they determined the need to continue the Instructional Access program. Seniors who vacillitate between the court and community schools who are credit deficient can complete the on-line diploma program regardless of school location: court or community school site. Skateholders also wanted Student Transition Specialist to assist students with college and career awareness. Each student will have and Individual Learning Plan followed from court to community schools and vice versa.

**9. PAC**

Due to the high transiency rate of our students, parent involvement is limited and a Parent Advisory Committee is constantly in flux. Parents completed a survey with favorable results. The majority of parents (95%) were satisfied with their student's overall education. PAC wanted the LCAP to reflect the need to continue with the Instructional Access program.

**10. ELAC**

The need for a formalized English Language Development curriculum was emphasized to coincide with the new ELA/ELD standards and the need for students to show growth other than on the CELDT test.

**11. Students**

Students completed surveys and expressed concerns and satisfaction of the program. They want to continue the EL program and Diploma program. Students want the opportunity to be successful in the adult world with a diploma.

**Annual Update:**

Power point presentations began in February and continued through May. The presentations included demographic information, current

**Annual Update:**

*Goal 1: All students will increase achievement levels in ELA, ELD, Math, and all academic disciplines as measured by state and local*

LCAP goals, and action items to support the goals centered around student achievement. This year's presentation identified baseline data that, going forward, will provide a basis for comparison and analysis. Input from these various meetings and the information from the surveys guided stakeholders in creating the revised plan for the next three years.

All stakeholders, parents, students, bargaining units, principal, PAC, ELAC, support staff and teachers were informed of the annual update meetings through phone calls, e-mails, and personal contact. At the meetings, the 2015-2016 LCAP was reviewed and data was presented. Goals were reviewed and actual outcomes were discussed and noted. See dates above

assessment.

- Continue support and mentoring from consultants
- Continue to update technology

*Goal 2: All students and parents/guardians will be involved in the educational progress through a multi-discipline support team.*

- Add Spring Session: Parent Teacher Conferences
- Student Transition Specialists will be added to staff at each site.
- Continue to utilize our Family Services Worker.

*Goal 3: Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to mobility.*

- The importance of utilizing the new Foster Youth Services Coordinator
- Ensure all foster youth have an ILP.

*Goal 4: Expelled youth will be supported to successfully complete the conditions of their expulsion in order to return to their home districts, this helps support the prevention of dropouts and increase graduation rates.*

- Individual Learning Plans for each expelled student will continue to ensure credit accural and/or recovery
- Continue to conduct annual surveys to measure the climate of all sites

Stakeholder input and sessions helped us to refine and make changes to the LCAP. During these sessions performance data was shared and evaluated to make determinations for the upcoming LCAP year. All stakeholders were involved in this process and gave their input.

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

**Instructions:**

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<b>GOAL:</b>	#1 All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 COE only: _ 9 _ 10 Local:   In/a 
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<b>Identified Need:</b>	<p>4% of students were proficient in local ELA writing assessments. 90% of students tested below grade level upon entry in Reading and 95% in Math. Through SBAC testing, 3% of students met the state standard in ELA and 1% in Math. Due to on-line state testing, computers will need to be updated and upgraded continuously. Metric: State EL assessment, Measures of Academic Progress, credit accrual data.</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Court and Community Schools	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 62% of students' scores in Reading h will increase by at least one grade level as measured by (MAP) Measures of Academic Progress and local assessments. 47% of students' scores in Math will increase by at least one grade level as measured by (MAP) Measures of Academic Progress and local assessments.</li> <li>2. 30% of English Learners who are enrolled long-term will gain one level of growth in one year on the English Language assessment.</li> <li>3. 5% of students will meet the state standard in ELA and 3% in Math on SBAC testing.</li> <li>4. Replace and update 25% of computers.</li> <li>5. Maintain facilities in good repair as per the FIT report. (1C) (6)</li> <li>6. All students have sufficient access to the standards -aligned instructional materials.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 To increase academic achievement we will maintain a highly qualified, fully credentialed and appropriately assigned staff. Six Student Transition Specialists will be added, one at each site.	All sites Grades: All	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$494,613 LCFF S/C -staffing</p> <p>--324,007 Title One Neglected &amp; Delinquent S/C -25,</p> <p>--170,606 S/C -25</p>

<p>#2 Purchase benchmark assessments and instructional materials in Reading and Math to measure student progress every 60 days. (2b)</p>	<p>All sites 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 LCFF S/C 4300-25</p>
<p>#3 Purchase appropriate supplemental ELD curriculum for new ELD Standards as recommended by instructional staff to help meet the local reclassification criteria. The curriculum will enable English learners access the corre curriculum and ELD Standards. (1b) (4e)</p>	<p>All sites 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$35,000 LCFF S/C 4300-25</p>
<p>#4 Provide coaching and mentoring for teachers with Educational Resource Services (ERS) Consultants for Language Arts, Math, and ELD to ensure implementation of new standards and meet the needs of English learners and students with exceptional needs. (2a) (2b)</p>	<p>All sites 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>\$78,000 LCFF S/C 5710-25</p>
<p>#5 Students and staff are provided a safe and secure learning environment by maintaining facilities in good repair as well as updating computer equipment and software to access appropriate instructional materials as identified by instructional staff that is aligned to the standards. (1c) (6)</p>	<p>All sites 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>\$30,000 LCFF S/C 4400-25</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 65% of students' scores in Reading will increase by at least one grade level as measured by (MAP) Measures of Academic Progress and local assessments. 50% of students' scores in Math will increase by at least one grade level as measured by (MAP) Measures of Academic Progress and local assessments.</li> <li>2. 32% of English Learners who are enrolled long-term will gain one level of growth in one year on the English Language assessment.</li> <li>3. 7% of students will meet the state standard in ELA and 5% in Math on SBAC testing.</li> <li>4. Replace and update 25% of computers.</li> <li>5. Maintain facilities in good repair as per the FIT report.(1C) (6)</li> <li>6. All students have sufficient access to the standards-aligned instructional materials.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 To increase academic achievement we will maintain a highly qualified, fully credentialed and appropriately assigned staff. Six Student Transition Specialists will be added, one at each site.	All sites 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	\$494,613 LCFF S/C --324,007 Title One Neglected & Delinquent S/C -25 --170,606 -S/C -25
#2 Purchase benchmark assessments and instructional materials in Reading and Math to measure student progress every 60 days. (2b)	All sites 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	\$10,000 LCFF S/C 4300-25

<p>#3 Purchase appropriate supplemental ELD curriculum for new ELD Standards as recommended by instructional staff to help meet the local reclassification criteria. This curriculum will enable English learners access to the core curriculum and ELD Standards. (1b, 4e)</p>	<p>All sites 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 checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$35,000 LCFF S/C 4300-25</p>
<p>#4 Provide coaching and mentoring for teachers with Educational Resource Services (ERS) Consultants for Language Arts, Math, and ELD to ensure implementation of new standards and meet the needs of English learners and students with exceptional needs. (2a) (2b)</p>	<p>All sites 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 checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$78,000 LCFF S/C 5710-25</p>
<p>#5 Students and staff are provided a safe and secure learning environment by maintaining facilities in good repair as well as updating computer equipment and software to access appropriate instructional materials as identified by instructional staff that is aligned to the standards. (1c) (6)</p>	<p>All sites 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 checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$30,000 LCFF S/C 4400-25</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 67% of students' scores in Reading will increase by at least one grade level as measured by (MAP) Measures of Academic Progress and local assessments. 52% of students' scores in Math will increase by at least one grade level as measured by (MAP) Measures of Academic Progress and local assessments.</li> <li>2. 34% of English Learners who are enrolled long-term will gain one level of growth in one year on the English Language assessment.</li> <li>3. 9% of students will meet the state standard in ELA and 7% in Math on SBAC testing.</li> <li>4. Replace and update 25% of computers.</li> <li>5. Maintain facilities in good repair as per the FIT report. (1C) (6)</li> <li>6. All students have sufficient access to the standards-aligned instructional materials.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 To increase academic achievement we will maintain a highly qualified, fully credentialed and appropriately assigned staff. Six Student Transition Specialists will be added, one at each site.(1A)	All sites 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	\$494,613 LCFF S/C -staffing  --324,007 Title One Neglected & Delinquent S/C -25  --170,606 -S/C -25
#2 Purchase benchmark assessments and instructional materials in Reading and Math to measure student progress every 60 days.	All sites 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	\$10,000 LCFF S/C 4300-25
#3 Purchase appropriate supplemental ELD curriculum for ELD standards (i.e. consumable materials) to enable English learners access to the core curriculum and ELD standards.(1b) (4e)	All sites 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	\$35,000 LCFF S/C 4300-25

<p>#4 Provide coaching and mentoring for teachers with Educational Resource Services (ERS) Consultants for Language Arts, Math, and ELD to continue the implementation of Common Core Standards and meet the needs of English learners and students with exceptional needs. (2a) (2b)</p>	<p>All sites 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>\$78,000 LCFF S/C 5710-25</p>
<p>#5 Students and staff are provided a safe and secure learning environment by maintaining facilities in good repair as well as access to appropriate instructional materials as identified by instructional staff that is aligned to the standards.(1C) (6)</p>	<p>All sites 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>\$30,000 LCFF S/C 4400-25</p>

<b>GOAL:</b>	#2 All students and parents/guardians will be involved in the educational progress through a multi-discipline support team.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 X 7 _8 COE only: _9 _10 Local:  In/a
<b>Identified Need:</b>	Improve student attendance rate from 81% and improve parent/guardian involvement in school functions from 26%. Metric: Local attendance data, local credit recovery data, local parent participation data, NWEA MAP (Measure of Academic Progress) scores. Students acquiring credits increased by 3.5%.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Court and Community Schools	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Parent/guardian participation in school activities will increase by 5% from the previous year.</li> <li>2. Student attendance rate will increase by 5% from the previous year.</li> <li>3. Credit accrual to meet graduation requirements will increase from 5% to 10%.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>#1 Establish and conduct a parent/guardian teacher conference schedule to set expectations for court and community students: parent/guardian involvement, transition plans, attendance rate, suspension rates, drop-out rates for middle and high school students and addressing concerns for students with exceptional needs. Data will be shared at parent conferences at which time we will solicit input from parents for decision making on the LCAP. Also, a survey will be administered to determine safety needs of students. Purchase meeting supplies, flyers, etc.(3a,3b,3c 5c,5d,5e, 6a)</p>	<p>All sites  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>\$2,500 LCFF Base 4300-25</p>

<p>#2 Family Services Worker position has been established to support and collaborate with families on health, safety, school attendance suspensions and chronic absenteeism. Staff will be on site on a monthly basis. (5a,b, 6a)</p>	<p>Community Schools 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 checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$17,000 LCFF 5710-25</p>
<p>#3 Administration and staff will implement common core standards, support positive behavioral interventions and involve parents in the educational process. Six Student Transition Specialists will be hired to support students' academic achievement for college and career readiness and their transition to their comprehensive high school, work place and/or college.</p>	<p>All sites 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>Refer to Goal #1, Action #1</p>
<p>#4 Purchase Instructional Access Program for college and career readiness and credit accrual. With this software program, students are able to access and complete a broad course of study based on their needs.</p>	<p>All sites 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>\$150,000 - LCFF 4300-25</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Parent/guardian participation in school activities will increase by 15% from the previous year.</li> <li>2. Student attendance rate will increase by 8% from the previous year.</li> <li>3. Credit accrual to meet graduation requirements will increase from 5% to 7.5%.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>#1 Establish and conduct a parent/guardian teacher conference schedule to set expectations for court and community students: parent/guardian involvement, transition plans, attendance rate, suspension rates, drop-out rates for middle and high school students and addressing concerns for students with exceptional needs. Data will be shared at parent conferences at which time we will solicit input from parents for decision making on the LCAP. Also, a survey will be administered to determine safety needs of students. Purchase meeting supplies, flyers, etc.(3a,3b,3c 5c,5d,5e, 6).</p>	<p>All sites 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>\$2,500 LCFF S/C 4300-25</p>
<p>#2 Family Services Worker position has been established to support and collaborate with families on health, safety, suspensions, school attendance and chronic absenteeism. Staff will be on site on a monthly basis. (5a,b, 6a)</p>	<p>Community 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>\$17,000 LCFF S/C 57100-25</p>
<p>#3 Administration and staff will implement common core standards, support positive behavioral interventions and involve parents in the educational process. Six Student Transition Specialists will be hired to support students academic achievement for college and career readiness and their transition to their comprehensive high school, work place and/or college.</p>	<p>All sites 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>Refer to Goal # 1, Action # 1</p>

<p>#4 Purchase Instructional Access Program for college and career readiness and credit accrual. With this software program, students are able to access and complete a broad course of study based on their needs.</p>	<p>All sites 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>\$150,000 - LCFF S/C 4300-25</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. Parent/guardian participation in school activities will increase by 5% from the previous year. 2. Student attendance rate will increase by 5% from the previous year. 3. Credit accrual to meet graduation requirements will increase from 7.5% to 10%</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1 Establish and conduct a parent/guardian teacher conference schedule to set expectations for court and community students: parent/guardian involvement, transition plans, attendance rate, suspension rates, drop-out rates for middle and high school students and addressing concerns for students with exceptional needs. Data will be shared at parent conferences at which time we will solicit input from parents for decision making on the LCAP. Also, a survey will be administered to determine safety needs of students. Purchase meeting supplies, flyers, etc. (3a, 3b, 3c, 5c, 5d, 5e, 6a).</p>	<p>All sites 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>\$2,500 LCFF S/C 4300-25</p>
<p>#2 Family Services Worker position has been established to support and collaborate with families on health, safety, suspensions, school attendance and chronic absenteeism. Staff will be on site on a monthly basis. (5a, b, 6a)</p>	<p>All Community Sites 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>\$17,000 LCFF S/C 5710-25</p>

<p>#3 Administration and staff will implement common core standards, support positive behavioral interventions and involve parents in the educational process. Six Student Transition Specialists will be hired to support students' academic achievement for college and career readiness and their transition to their comprehensive high school, work place and/or college.</p>	<p>All Sites 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>Refer to Goal #1, Action #1</p>
<p>#4 Purchase Instructional Access Program for college and career readiness and credit accrual. With this software program, students are able to access and complete a broad course of study based on their needs.</p>	<p>All sites 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>\$150,000 - LCFF S/C 4300 -25</p>

<b>GOAL:</b>	#3 Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to school mobility.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: _9 X 10 Local: N/A
<b>Identified Need:</b>	20% of Foster youth are on track to meet graduation requirements.  Metric: Local credit recovery data, drop out rates		
<b>Goal Applies to:</b>	<b>Schools:</b>	Court and Community Schools	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	Foster Youth	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	Foster youth will acquire necessary requirements for graduation at a 5% increase from the previous year.  Attend quarterly meetings with Child Welfare agencies and Probation to minimize changes in school placement.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>#1 There will be coordinated services between the child welfare agency, probation department and school staff:</p> <ul style="list-style-type: none"> <li>To minimize changes in school placement</li> <li>Provide education related information to child welfare agency, which could include status and progress reports required by court reports</li> <li>Work with the juvenile court to ensure delivery of necessary educational services.</li> <li>Health and Education Records will be shared expeditiously (10 a-d)</li> </ul>	<p>All sites  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>Refer to Goal #1, Action #1</p>

<p>#2 Develop Individual Learning Plan (ILP) for each foster youth and EL to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness. (10d)</p>	<p>All sites 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>Refer to Goal #1, Action #1</p>	
<p><b>LCAP Year 2</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Foster youth will acquire necessary requirements for graduation at a 5% increase from the previous year. Attend quarterly meetings with Child Welfare agencies and Probation to minimize changes in school placement.</p>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1 There will be coordinated services between the child welfare agency, probation department and school staff:</p> <ul style="list-style-type: none"> <li>• To minimize changes in school placement</li> <li>• Provide education related information to child welfare agency, which could include status and progress reports required by court reports</li> <li>• Work with the juvenile court to ensure delivery of necessary educational services.</li> <li>• Health and Education Records will be shared expeditiously (10 a-d)</li> </ul>	<p>All sites 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>Refer to Goal #1, Action #1</p>	
<p>#2 Develop Individual Learning Plan (ILP) for each foster youth and EL to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness. (10d)</p>	<p>All sites 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>Refer to Goal #1, Action #1</p>	

LCAP Year 3

<b>Expected Annual Measurable Outcomes:</b>	<p>Foster youth will acquire necessary requirements for graduation at a 5% increase from the previous year.</p> <p>Attend quarterly meetings with Child Welfare agencies and Probation to minimize changes in school placement.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 There will be coordinated services between the child welfare agency, probation department and school staff:</p> <ul style="list-style-type: none"> <li>• To minimize changes in school placement</li> <li>• Provide education related information to child welfare agency, which could include status and progress reports required by court reports</li> <li>• Work with the juvenile court to ensure delivery of necessary educational services.</li> <li>• Health and Education Records will be shared expeditiously (10 a-d)</li> </ul>	<p>All sites</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Refer to Goal #1, Action #1</p>
<p>#2 Develop Individual Learning Plan (ILP) for each foster youth and EL to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness.</p>	<p>All Sites</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Refer to Goal #1, Action #1</p>

<b>GOAL:</b>	#4 Expelled youth will be supported to successfully complete the conditions of their expulsions in order to return to their home districts to support the prevention of dropouts and increase graduation rate.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 X 7 X 8 COE only: X 9 _ 10 Local: N/A
<b>Identified Need:</b>	<p>Only 21% of expelled youth returned to their home districts. 76% of expelled youth acquired necessary credits to become eligible for return to their home district.</p> <p>Metric: Local expulsion data, local credit recovery data, suspension rate</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Court and Community Schools	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	Foster Youth, Low Income Pupils, English Learners, Students with Disabilities	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p>1. 25% of expelled students will meet conditions of their expulsion to return to their home district.</p> <p>2. 80% of expelled youth will acquire necessary credits to become eligible for returning to their home district. (8)</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 Review each student's expulsion terms to plan a successful reentry to home district. An ILP will be completed: needs are considered, services are coordinated and parents are consulted when making the decision for reentry to home district, and court/community sites. (3b, c, 9)	All sites  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Refer to Goal #1, Action #1

<p>#2 Evaluate Credit Recovery program and expand as necessary to meet the expected outcomes of this goal, such as credit accrual and tracking the progress of credit. (7a,b)</p>	<p>All sites Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Refer to Goal #2, Action #4</p>
<p>#3 All staff will monitor the suspension of students to prevent possible expulsions. (9, 6a,6b)</p>	<p>All sites Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Refer to Goal #1, Action #1</p>
<p>#4 The school district will conduct an annual survey of students, parents, and staff to measure the climate of each school. (6c)</p>	<p>All sites Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Refer to Goal #2, Action #1</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. 30% of expelled students will meet conditions of their expulsion to return to their home district. 2. 82% of expelled youth will acquire necessary credits to become eligible for returning to their home district. (8)</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>#1 Review each student’s expulsion terms to plan a successful reentry to home district. An ILP will be completed: needs are considered, services are coordinated and parents are consulted when making the decision for reentry to home district, and court/community sites. (3b, c, 9)</p>	<p>All sites Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Refer to Goal #1, Action #1</p>
<p>#2 Evaluate Credit Recovery program and expand as necessary to meet the expected outcomes of this goal, such as credit accrual and tracking the progress of credit . (7a,b)</p>	<p>All sites Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Refer to Goal #2, Action #4</p>
<p>#3 All staff will monitor the suspension of students to prevent possible expulsions. (9, 6a,b)</p>	<p>All sites Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Refer to Goal #1, Action #1</p>
<p>#4 The school district will conduct an annual survey of students, parents, and staff to measure the climate of each school. (6c)</p>	<p>All sites Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Refer to Goal #2, Action #1</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	1. 35% of expelled students will meet conditions of their expulsion to return to their home district. 2. 85% of expelled youth will acquire necessary credits to become eligible for returning to their home district.(8)		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 Review each student's expulsion terms to plan a successful reentry to home district. An ILP will be completed: needs are considered, services are coordinated and parents are consulted when making the decision for reentry to home district, and court/community sites. (3b, 3c, 9)	All sites  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Refer to Goal #1, Action #1
#2 Evaluate Credit Recovery program and expand as necessary to meet the expected outcomes of this goal, such as credit accrual and tracking the progress of credit. (7a,b)	All sites  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Refer to Goal #2, Action #4
#3 All staff will monitor the suspension of students to prevent possible expulsions. (9, 6a,6b)	All sites  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Refer to Goal #1, Action #1

<p>#4 The school district will conduct an annual survey of students, parents, and staff to measure the climate of each school. (6c)</p>	<p>All sites 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 checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Refer to Goal #2, 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?

<b>Original Goal from prior year LCAP:</b>	#1 All students will increase achievement levels in ELA, ELD, math and all academic disciplines as measured by state and local assessments.		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:	Court and Community Schools	
	Grades:	All	

	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, English Learners, Students with Disabilities	
Expected Annual Measurable Outcomes:	<p>All students and sub groups:</p> <ol style="list-style-type: none"> <li>We will have a 2% growth on CAHSEE passage rate in ELA and Mathematics.</li> <li>70% of students' scores will increase by one grade level as measured by (MAP) Measures of Academic Progress.</li> <li>50% of English Learners who are long-term enrollment will show one year's growth on the English Language assessment.</li> <li>Replace and update 50% of computers to increase the percentage of students completing credits towards graduation requirements from 1% to 5%</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Due to the suspension of the CAHSEE test, no results are available.</li> <li>57% of long term students showed an increase in ELA by at least one grade level as measured by (MAP) Measures of Academic Progress. 42% of students showed an increase in Math by at least one grade level as measured by (MAP) Measures of Academic Progress.</li> <li>28% of English Learners showed one year's growth on the English Language assessment.</li> <li>58% of computers were updated. There was 3.5% increase of students completing credits towards graduation requirements from 65% to 68.5%.</li> </ol>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
#1 To increase academic achievement and credit accrual maintain and hire a highly qualified staff. Two additional teachers and pre- first salaries. (1a)	<p>\$257,500 LCFF S/C</p> <p>240,000 1100-25</p> <p>17,500 2000-25</p>	There was one additional staff member hired and teachers were hired to teach pre-first classes.	<p>\$276,000 LCFF S/C</p> <p>257, 500 was the total and 240,000 - (1100-25) and 17,500 ( 2000-25) are separated due to different funding sources.</p>

<b>Scope of service:</b>	Court Schools Grades: All		Scope of service:	Court Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
#2 Purchase benchmark assessments and instructional materials in reading and math to measure student progress every 60 days. (2b)		\$10,000 LCFF S/C 4300-25	Benchmark assessments and instructional materials in Reading and Math were purchased.		\$16,384 LCFF S/C 4300-25  Items were purchased in June 2015 for 2015-16 school year.
<b>Scope of service:</b>	All sites Grades: All		Scope of service:	All sites Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X 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		

<p>#3 Purchase appropriate supplemental ELD curriculum for new ELD Standards as recommended by instructional staff to help meet the local reclassification criteria. (1b, 4e)</p>		<p>\$35,000 LCFF S/C 4300-25</p>	<p>Supplemental ELD (English Language Development) curriculum was not purchased due to the transition of the English Language Development standards. Consultants supported the instruction of ELD in the classroom by modeling lessons, providing teachers with ELD strategies and professional development regarding ELD lessons and materials.</p>	<p>\$0.00 LCFF S/C 4300-25</p>
<p><b>Scope of service:</b></p>	<p>All sites  Grades: All</p>		<p>Scope of service:</p>	<p>All sites  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><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>#4 Provide coaching and mentoring for teachers with Educational Resource Services (ERS) consultants for both Language Arts and Math and ELD to ensure implementation of new standards. (2a)</p>		<p>\$45,000 LCFF S/C 5800-25</p>	<p>Two Educational Resource Services Consultants were contracted. One consultant focused on Language Arts and English Language Development and the other consultant focused on Math. Both focused on the implementation of Common Core Standards and English Language Development Standards.</p>	<p>\$45,000 LCFF S/C 5800-25</p>
<p><b>Scope of service:</b></p>	<p>All Sites  Grades: All</p>		<p>Scope of service:</p>	<p>All sites  Grades: All</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>			<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>#5 Students and staff are provided a safe and secure learning environment by maintaining facilities in good repair as well as updating computer equipment and software to access appropriate instructional materials as identified by instructional staff that is aligned to the standards. (1c)</p>		<p>\$40,000 LCFF S/C 4400-25</p>	<p>A safe and secure learning environment was maintained at all facilities. Repairs were made on facilities as needed and computer equipment and software were accessible for appropriate instructional materials as identified by instructional staff and aligned to standards.</p>	<p>\$25,500 LCFF S/C 4400-25</p> <p>Costs were overestimated</p>
<p><b>Scope of service:</b></p>	<p>All sites</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>All sites</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X 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>	

<p><b>What changes in actions, services, and expenditures</b></p>	<p>Goal # 1 remained the same.</p> <p>Action #1 was modified by adding Student Transition Specialists to ensure accurate data collection of student records.</p> <p>The following actions were continued:</p> <p>Action #2: Benchmark assessments will continue due to tracking student progress for growth in our program.</p> <p>Action #3: Materials will be purchased in order to track students' growth using additional assessment tools so growth can be shown quarterly compared to annual CELDT testing.</p> <p>Action #4: Our reading and math scores increased due to school wide teacher and consultant collaboration.</p> <p>Action # 5: Access to updated technology afforded students to on-line programs for credit accrual.</p> <p>Baseline data was established; There will be a 5% increase of long term students who increase at least one grade level in Math and ELA as measured by (MAP) Measures of Academic Progress and local assessments. ELA percentage will increase from 57% to 62% and Math percentage will increase from 42% to 47%.</p> <p>60 is the average number of days students are served. Due to the testing window closing in October, it is difficult to measure the overall growth of the English Learner population. English Language Learners who are enrolled 90 days or more, will be assessed by new local assessments. Baseline data will be collected in 2016-17.</p> <p>Goal was met for computer updates and replacements. We failed to meet the 5% increase of students completing credits towards graduation requirements. However, we did have an increase of 3.5%.</p>
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<b>Original Goal from prior year LCAP:</b>	#2 All students and families will be engaged in the learning process through a multi-tiered support system.		Related State and/or Local Priorities: _1 _2 X3 _4 X5 X6 _7 _8 COE only: _9 _10 Local:	
Goal Applies to:	Schools:	Court and Community Schools		
	Grades:	All		
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, English Learners, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Parent/guardian participation in school activities will increase from 20% to 30%</li> <li>2. Student attendance rate will increase by 5% from 65% TO 70%.</li> <li>3. Credit accrual to meet graduation requirements will increase from 1% to 5%.</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Parent/guardian participation in school activities increased from 20% to 26%.</li> <li>2. Student attendance rate increased by 16% from 65% to 81%.</li> <li>3. Credit accrual for graduation requirements increased 3.5%.</li> </ol>
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
#1 Establish a parent/guardian teacher conference schedule to set expectations for court and community students: parent/guardian involvement, transition plans, attendance rate, drop- out rates for middle and high school students and addressing concerns for students with special needs. Also, a survey will be conducted to determine parent needs. Purchase meeting supplies, flyers and etc.(3a,b,c 5c,d,e)		\$5,000 LCFF S/C 4300-00	Parent/Teacher conferences were held in the Fall. Parent, student and teacher surveys were conducted and data collected. Parents were informed about meetings via newsletter, flyers posted, etc.	\$1,000 LCFF S/C 4300-25  Cost was overestimated.
<b>Scope of service:</b>	All sites  Grades: All		Scope of service:	All sites  Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
#2 Family Services Worker position has been established to support and collaborate with families on health, safety, and school attendance and chronic absenteeism. Staff will be on site on a monthly basis. (5a,b)		\$17,000 LCFF S/C 2200-25	Family Service Worker was hired and on site on a monthly basis.	\$17,000 LCFF S/C 2200-25
<b>Scope of service:</b>	Community Schools  Grades: All		Scope of service:	Community Schools  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
#3 Administration and support staff will implement new standards, support positive behavioral interventions and involve parents in the educational process. Four rehabilitation management specialists will be hired to support positive behavior management of students. (6c)		\$250,000 LCFF S/C 2200-25	Administration and support staff implemented new standards. Parents/Guardians are present and enrollment meetings and parent conferences were held in the Fall. Four rehabilitation specialists were hired to support students.	\$276,000 LCFF S/C 2200-25  Costs were underestimated for Behavior Rehabilitation Management Specialists.

<b>Scope of service:</b>	All sites Grades: All		<b>Scope of service:</b>	All sites Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	<p>Goal # 2 will remain the same.</p> <p>The following actions remain the same:</p> <p>Action # 1: Parent/Teacher conferences will be held in the Fall and Spring semesters. Also, with the addition of Student Transition Specialists, parents will be contacted as needed when their student is transitioning to any site. Parents will be informed and encouraged to attend School Site Council, LCAP meetings, awards assemblies, and graduation ceremonies.</p> <p>Action #2: Attendance rate increased, due to support staff including the Family Service Worker and Truancy Officers, These services will remain in place due to the positive increase in student attendance rate.</p> <p>The following action was modified:</p> <p>Action # 3: Student Transition Specialists will be added to suppoprt staff to ensure students are aware of their credit accrual in order to transition to their comprehensive high school, college and/or career. Goals will be set with each student to work towards graduation requirements.</p> <p>The services of the Family Service Worker and Truancy Officer will support the outcomes of parent participation and student attendance rate. Also the addition of the Student Transition Specialist will support these outcomes.</p>				

<b>Original Goal from prior year LCAP:</b>	#3 Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to school mobility.		Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 _8 COE only: _9 X 10 Local:	
Goal Applies to:	Schools:	Court and Community Schools		
	Grades:	All		
	Applicable Pupil Subgroups:	Foster Youth		
Expected Annual Measurable Outcomes:	25% of foster youth will acquire necessary requirements towards graduation.		Actual Annual Measurable Outcomes:	100% of foster youth acquired necessary requirements toward graduation.
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
			<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>
<p>#1 Coordinate services with Child Welfare and Probation departments as well as post-secondary programs on a weekly basis to all students including Foster Youth. County staff meets with each foster youth and their guardian to review credits and other needs. Present at the meeting may be Child Welfare and Probation department depending where the students is coming from or going. This information, included is school, health and other records, and sent to the appropriate agency. There is a document that lists changes of placement of students that is communicated to all agencies in the county via email. (10a, b, c, d)</p>			<p>\$200,000 LCFF S/C (unduplicated dollar amount)</p>	<p>At Court Schools there was a coordinated weekly multidisciplinary team (MDT) meeting; each youth entering and exiting the program were discussed. All documentation needed for the student's successful transition was completed at the meeting.</p> <p>\$276,000 LCFF S/C 2200-25</p> <p>Underestimated cost of Behavior Rehabilitation Management sp ecialists.</p>
<b>Scope of service:</b>	All sites Grades: All		Scope of service:	All sites Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X 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>	
<p>#2 Develop Individual Learning Plan (ILP) for each foster youth and EL to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness. (2a,b, 10d)</p>		<p>\$200,000 LCFF S/C (unduplicated dollar amount)</p>	<p>All students have an Individual Learning Plan (ILP) completed upon entry into the program. All Foster Youth and English Learners have data input into the ILP for transition.</p>	<p>\$276,000 LCFF S/C 2200-25 (duplicated dollar amount)</p> <p>Underestimated the cost of Behavior Rehabilitation Mangement Specialists.</p>
<p><b>Scope of service:</b></p>	<p>All sites</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All sites</p> <p>Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X 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 checked="" type="checkbox"/> All</p> <p>-----</p> <p>X 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>	

<b>What changes in actions, services, and expenditures</b>	<p>Goal #3 will remain the same.</p> <p>Action #1 will remain the same.</p> <p>Action #1: Support staff, teachers, and administration will continue to monitor foster youth credits. In addition, a weekly multidisciplinary team (MDT) meeting will include Foster Youth Services Coordinator. The meeting will discuss transitions, credits, college and career readiness, etc.</p> <p>Action #2 was modified to add Student Transition Specialists and coordination with Foster Youth Services Coordinator.</p> <p>Action #2: Coordination with Student Transition Specialist and Foster Youth Services Coordinator will help ensure students are meeting state requirements and are aware of their college and career options and opportunities.</p> <p>These actions will help ensure 100% of Foster Youth acquire appropriate requirements for graduation.</p> <p>Also an annual measurable outcome was added to track meetings with Child Welfare agencies and Probation.</p>
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<b>Original Goal from prior year LCAP:</b>	#4 Expelled youth will be supported to successfully complete the conditions of their expulsions in order to return to their home districts to support the prevention of dropouts and increase graduation rate.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 X 7 X 8 COE only: X 9 _ 10 Local:
Goal Applies to:	Schools:	Court and Community Schools  Grades: All	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, English Learners, Students with Disabilities	
Expected Annual Measurable Outcomes:	1. 50% of expelled students will meet conditions of their expulsion to return to their home district.  2. 50% of expelled youth will acquire necessary credits to become eligible for returning to their home district.		Actual Annual Measurable Outcomes:  1. 21% of expelled students met their condition of expulsion to return to their home district.  2. 76% of expelled youth acquired necessary credits to become eligible for returning to their home district.
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
#1 Review each student's expulsion terms to plan a successful reentry to home district. An ILP will be completed, considering their special needs and services will be coordinated with parents, home district, and court/community sites. (3b, c, 9)	\$200,000 LCFF S/C (unduplicated dollar amount)	Each student's expulsion terms were reviewed monthly by teacher and support staff. ILP's were reviewed and updated. Special needs and services were coordinated with parents, home district, and court/community sites.	\$276,000 LCFF S/C 2200-25 (duplicated dollar amount)  Cost was underestimated for the Behavior Rehabilitation Management Specialist.

<b>Scope of service:</b>	All sites Grades: All		<b>Scope of service:</b>	All sites Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
#2 Evaluate Credit Recovery program and expand as necessary to meet the expected outcomes of this goal. (7a, b)		\$200,000 LCFF S/C (unduplicated dollar amount)	Instructional Access program was implemented which allowed students to complete credits towards college and career readiness. Credit recovery courses were also available for students who were credit deficient.	\$200,000 LCFF S/C 5710-25	
<b>Scope of service:</b>	All sites Grades: All		<b>Scope of service:</b>	All sites Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X 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		

<p>#3 All staff will monitor the suspension of students to prevent possible expulsions. (9, 6a,b)</p>		<p>\$250,000 LCFF S/C (unduplicated dollar amount)</p>	<p>Staff monitored the suspension of students and there were no expulsions from our sites.</p>		<p>\$276,000 LCFF S/C 2200-25 (duplicated dollar amount)</p> <p>Cost was underestimated for Behavior Rehabilitation Management Specialists.</p>
<p><b>Scope of service:</b></p>	<p>all sites</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All sites</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X 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>		
<p>#4 The school district will conduct an annual survey of students, parents, and staff to measure the climate of each school. (6c)</p>		<p>\$5,000 LCFF S/C 4300-25</p>	<p>Surveys were distributed to students, parents, and staff to measure the climate of each school.</p>		<p>\$1,000 LCFF S/C 4300-25</p> <p>Cost was overestimated.</p>
<p><b>Scope of service:</b></p>	<p>All sites</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All sites</p> <p>Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input checked="" 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 type="checkbox"/> Other</p>
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<b>What changes in actions, services, and expenditures</b>	<p>Goal # 4 remains the same.</p> <p>Action # 1 was modified to include Student Transition Specialists</p> <p>Action # 1: To increase the percentage of students returning to their home districts, Student Transition Specialists will be added to staff to ensure that expulsion terms are monitored weekly and students are on track to complete terms.</p> <p>The following actions remain the same.</p> <p>Action # 2: Continue with Instructional Access program to meet the needs of credit deficient expelled youth.</p> <p>Action # 3: To increase the percentage of students returning to their home districts, all staff will monitor suspensions.</p> <p>The addition of the Student Transition Specialist will help increase the percentage of students returning to their home district and the continuance of the Instructional Access program will promote credit accrual.</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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	1574679
<p>The Supplemental and Concentrated funds are used to support our goals and and actions and are principally directed towards our population which is 100% unduplicated. Our goals are to increase college and career readiness through professional development addressing Common Core standards. Other goals and actions are to improve attendance rate, increase credit accrual, and to decrease the drop-out rate. All state priorities are addressed in our goals and actions.</p> <p>LCAP funds were spent county-wide to support all students in the Court/Community schools. The funds will be used to support our Goals and Actions. Due to the transiency of our population, our costs often fluctuate for services that are provided.</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.

5.76	%
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Due to the fact that our unduplicated population is 100%, all low income, EL, and Foster Youth students will be provided support and instructional materials. These services will include academic interventions in English Language Arts and Mathematics and credit accrual to ensure students progress towards graduation success. In collaboration with community agencies, a system of support for all students will improve the success rate in all expected outcomes. It is expected that all services will increase beyond the actual percentage of 5.76%

## 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).