

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Sonoma County Office of Education

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Sonoma County covers over 1,700 square miles with an estimated 502,146 residents. There are 40 separate school districts, nine separate cities and large unincorporated rural and semi-rural areas. Socio-economic conditions within the county vary widely, including a spectrum from wealthy winery owners and retired corporate millionaires to suburban families, migrant farm workers and Native American residents living on isolated reservations. Highway 101 serves as a corridor linking the north county communities to Santa Rosa, the county's primary urban area with a population of 174,972, and the southernmost city of Petaluma.

Although the ethnic make-up has remained predominately (71%) white, 29% of the county's population is made up of minorities. In the county schools, Latinos represent 45% of the youth population. Latinos now comprise 42% of the youth population. While enrollment in Sonoma County schools had been decreasing since 2001, it began slowly increasing again in 2013-14. In 2015-16, enrollment in Sonoma County schools was 71,131.

Sonoma County Office of Education (SCOE) Alternative Education Programs provides education for students (grades 7-12) who have had difficulty in the traditional school setting or in the community. Daily academic instruction is provided for students who are detained or referred by districts because of expulsion, who self-select, or who benefit from a program based on alternative instructional strategies. The program has two "schools": Court School and Community School.

The Court School Program provides educational services to students who are incarcerated. The Juvenile Justice Center serves girls and boys, ages 12 to 18, who have been arrested and booked on criminal charges and are serving time or awaiting disposition by the court. The Probation Youth Camp classroom serves 16 to 18 year-old males and features vocational and school-to-career instruction. The Court School program served 368 students (unduplicated count) in the 2016-17 school year.

The Community School Program provides an alternative learning environment for 12 to 18 year-old students in grades 7-12 who may be experiencing difficulties in a traditional school setting or who may be exhibiting negative behavior patterns in school or in the community. This program serves students who have been expelled from school, identified as habitually truant, placed on probation by the court, or otherwise referred by a school district, probation, or social service agency. The Community School program includes an Independent Study option and a Teen Parent Program. The emphasis of the Community School Program is to reestablish the educational direction of students and to transition them to a learning environment that meets their needs. Counseling and other support services are provided by public and

community agencies. The Community School program served 157 students (unduplicated count) in the 2016-17 school year.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

See Infographic

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Based on a review of performance, the LEA is most proud of the following improvements:

As measured by the SBAC/CAASP, 20% of Community School students tested met proficiency standards for English Language Arts and 10% met proficiency standards for Mathematics. Although below state-wide averages, this is encouraging performance for our students.

Students experienced gains as measured by the Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI) and more students scored at or above 1300 on the SRI (college/career ready). An additional 3% scored at or above proficiency on the SMI and an additional 2% scored at or above proficiency on the SRI. An additional 5% scored at or above 1300 (college/career ready) on the SRI.

As measured by California Healthy Kids Survey (CHKS) questions, student levels of connectedness and engagement increased significantly from the 2015-16 school year. Student report of high levels of school connectedness increased by 25%, student report of high levels of school caring relationships with adults increased by 31%, student report of high levels of high expectations from adults at school increased by 34% and student report of high levels of meaningful participation in school increased by 17% (over previous year).

Although we continue to struggle with increasing attendance rates of Community School students, it is encouraging to note that the chronic absenteeism rate for this group decreased by 8% in the 2016-17 school year.

A case management model is being utilized to support 12th graders and 5th year seniors in meeting their graduation requirements. A possible indicator of the impact of these efforts is that the Community School graduation rate increased by 8% in the 2016-17 school year.

Parent engagement is a priority as we encourage parents to partner with us in educating their children. It is encouraging to note that parent attendance rates at the Spring ILP conferences at the Community School sites increased by 16% in the 2016-17 school year. Probation Camp realized 100% parent attendance at the Spring ILP conferences in the 2016-18 school year.

GREATEST PROGRESS

Teacher professional development related to instructional practice, intensive intervention teachers, additional support services and a case management approach to supporting students and families will continue to be provided to assist with maintaining and building upon the success described above.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

The LEA does not receive a dashboard but based on review of local performance and other indicators, the following steps will be taken to address the areas with the greatest need for improvement:

Although student performance on SBAC/CAASPP is encouraging, work still needs to be done to insure that students are adequately prepared to take these assessments and that teachers are familiar with and utilizing all aspects of the test system (i.e., Practice Tests, Interim Assessments, Digital Library, etc.).

Works needs to continue to insure that the SMI/SRI testing tools are administered in a manner that leads to authentic test results. This includes the test setting/environment, frequency of administration and being mindful of test administration practices and timelines.

Student attendance rates in Community School program continue to be below desired levels. Evaluation of attendance incentives needs to be ongoing and measured for impact. Collaboration with outside agencies (i.e, Keeping Kids in School) has had some positive impact. Expanding this model to all students might improve attendance rates. It is hoped that if attendance rates increase, that the chronic absenteeism rate will decrease.

Student credit acquisition is also below desired levels. This could, in part, be due to the poor attendance rates. Student engagement in the classroom via relevant, high-interest curriculum and instruction also needs to be closely monitored. It is hoped that improvement in both these areas will lead to increased credit acquisition.

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The performance of subgroups is lower overall than for all students. However, the gap is not as great as might be expected (no greater than 10% at any performance level). The performance of subgroups is more reflective of the performance of all students - it is hoped that the actions and services in place will improve performance for all students. Additionally, services for students with disabilities and English Language Learners will continue to be provided to improve outcomes for these subgroups. Further analysis of this data is warranted.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or improved services for low income students and English learners will be provided via mental health and academic counseling, academic tutoring, intensive instruction.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$71,539,026

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,955,013.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The 2017-18 Alternative Education Program Annual Budget is \$4,072,363, of which \$2,955,013 is reflected in the LCAP. The difference between the Annual Budget and the LCAP is \$1,117,350 which is spent on the following:

Title I NPS Contracts-\$85,730
 Title I D Retained-\$16,257
 RRM-\$162,133
 Utilities-\$25,759
 Leases- \$25,051
 Indirects/Direct -\$346,613
 IT-\$50,000
 FYS Retained \$358,578
 TUPE \$13,651
 Other services and supplies-\$33,578

The Sonoma County Office of Education LCAP includes Alternative Education Programs. The Sonoma County Office of Education Budget includes the Alternative Education Programs and other SCOE Programs under Fund 01, B9, Total Expenditures, as follows:

1. SCOE Administration, including Superintendent's Office, Board of Education, Human Resources, Business Services, Technology, Print Shop, Facilities, and Maintenance and Operations.
2. Special Education
3. Educational Support Services, including College and Career Readiness (formerly CTE), and Child Development Programs
4. North Coast School of Education

In addition, under Fund 01, B9 Total Expenditures include the SELPA Administration and Support Services budget.

\$17,375,660

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1: Students will achieve Common Core grade level standards

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

There will be a 10% increase of students scoring at or near proficiency on the Smarter Balanced Assessment (SBAC) English Language Arts/Literacy and Mathematics assessments.

There will be a 10% increase of students scoring at or above proficiency level on the Scholastic Math Inventory (SMI).

There will be a 10% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Reading Inventory (SRI). There will be a 10% increase (over baseline) of 12th grade students scoring 1300 or above.

Continue to have 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified (HQT). All teachers

ACTUAL

In the 2015-16 school year 20% of Community School students in grades 8-11 met or exceeded standards/proficiency in English Language Arts and 10% met or exceeded standards/proficiency in mathematics, as measured by the SBAC.

2016-17 scores are not yet available.

In the 2015-16 school year 5% of Court School students in grade 11 met or exceeded standards/proficiency in English Language Arts and 10% met or exceeded standards/proficiency in mathematics, as measured by the SBAC. In the 2015-16 school year there was a statistically insignificant number of Court School 8th graders tested in English Language arts and mathematics.

2016-17 scores are not yet available.

In the 2016-17 school year there was a 3% increase of students scoring at or above proficiency level on the Scholastic Math Inventory (SMI). No 12th grade students scored 1300 or above.

In the 2016-17 school year there was a 2% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Reading Inventory (SRI). There was a 5% increase (over baseline) of 12th grade students scoring 1300 or above.

currently employed have HQT status - this will continue to be a condition of employment. No teachers will be mis-assigned.

Solicit teacher input into selection and purchase of state approved CCSS curriculum for all students and supplemental materials as appropriate for other subjects, as measured by textbook adoption and meeting notes.

100% of teachers will continue to participate in department professional development. 100% of all teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice.

100% of students will continue to have access to standards aligned materials.
90% of teachers will demonstrate implementation of CCSS in ELA and math.

In the 2016-17 school year 64% of teachers were assigned to teach subjects for which they're credentialed and/or highly qualified (HQT). In an alternative education setting, the California Commission on Teacher Credentialing authorizes teachers to teach outside of their of their credentialed subject area. The Highly Qualified Teacher process is no longer being utilized. No teachers are mis-assigned.

CCSS alignment is embedded in the Character Based Literacy (CBL) language arts program. Implementation metric for other subject areas is in development.

100% of teachers continued to participate in department professional development. After assessing our professional development needs, it was determined that the instructional coaching model was not the most effective approach for our department. The department continues to contract with SCOE's Educational Support Services/Instruction Division to plan and deliver focused, relevant professional development and support to instructional staff. This provides staff with the opportunity to get in-depth training to strengthen instructional practices and improve student outcomes

100% of students continue to have access to standards aligned materials. 100% of teachers demonstrate implementation of Common Core State Standards (CCSS) in English Language Arts (ELA). Implementation metric for CCSS math is still in development.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	
Actions/Services	<p>PLANNED</p> <p>1.1 Provide highly qualified teachers, clerical, administrative and support staff.</p>	<p>ACTUAL</p> <p>1.1 Highly qualified teachers, clerical, administrative and support staff were provided.</p>
Expenditures	<p>BUDGETED</p> <p>1000-3999: Salary and Benefits R0094 55775</p> <p>1000-3999: Salary and Benefits R0241 1076095</p> <p>1000-3999: Salary and Benefits R0242 925573</p>	<p>ESTIMATED ACTUAL</p> <p>1000-3999: Salary and Benefits R0094 56268</p> <p>1000-3999: Salary and Benefits R0241 947758</p> <p>1000-3999: Salary and Benefits R0242 872541</p>

1000-3999: Salary and Benefits R3025 167258
 1000-3999: Salary and Benefits R3310 47133
 1000-3999: Salary and Benefits R6500 306684
 1000-3999: Salary and Benefits R6680 64111
 1000-3999: Salary and Benefits R6690 14620
 1000-3999: Salary and Benefits R7366 86199
 1000-3999: Salary and Benefits Title III 0

1000-3999: Salary and Benefits R3025 149477
 1000-3999: Salary and Benefits R3310 43196
 1000-3999: Salary and Benefits R6500 317191
 1000-3999: Salary and Benefits R6680 46661
 1000-3999: Salary and Benefits R6690 9634
 1000-3999: Salary and Benefits R7366 119953
 1000-3999: Salary and Benefits Title III 12696

Action **2**

Actions/Services

PLANNED
 1.2 Provide instructional coach support to teachers.

ACTUAL
 1.2 After an assessment of teacher needs, it was determined that the use of an instructional coach was not having the desired impact. Instructional coach support will be available, as needed.

Expenditures

BUDGETED
 5000-5999: Services And Other Operating Expenditures R0241 10780

ESTIMATED ACTUAL
 5000-5999: Services And Other Operating Expenditures R0241 0

Action **3**

Actions/Services

PLANNED
 1.3 Provide English and math intensive intervention teachers, instructional support materials and academic tutoring.

ACTUAL
 1.3 English and math intensive intervention teachers, instructional support materials and academic tutoring were provided.

Expenditures

BUDGETED
 Cost reflected in Goal 1, Action 1

ESTIMATED ACTUAL
 Cost reflected in Goal 1, Action 1

Action **4**

Actions/Services

PLANNED
 1.4 Provide professional development including:

 Participation in Leadership Network and other SCOE professional development opportunities

 Department Learning Community meetings

ACTUAL
 1.4 Professional development was provided including:
 Teacher participation in department Learning Community meetings (which were guided by ESS staff)
 and other SCOE professional development opportunities.
 Additional

	<p>Consider providing additional training related to Adverse Childhood Experiences (ACEs) and working with trauma impacted students</p>	<p>training related to Adverse Childhood Experiences (ACEs) and working with trauma impacted students was offered.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures R0242 2298 5000-5999: Services And Other Operating Expenditures R0241 8128</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures R0242 50 5000-5999: Services And Other Operating Expenditures R0241 821 5000-5999: Services And Other Operating Expenditures R4035 1282 RS 6264 Educator Effectiveness 5000-5999: Services And Other Operating Expenditures Other 9095 5000-5999: Services And Other Operating Expenditures R7366 2791</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED 1.5 Provide Resource Specialist teachers and assistant, School Psychologist, Speech- Language Therapist and School Nurse services.</p>	<p>ACTUAL 1.5 Resource Specialist teachers/assistant, School Psychologist, Speech- Language Pathologist and School Nurse services were provided.</p>
<p>Expenditures</p>	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED 1.6 Provide for teacher release time to collaborate in CCSS instruction.</p>	<p>ACTUAL 1.6 Collaboration related to CCSS was done via the Learning Community meetings and did not require release time.</p>
<p>Expenditures</p>	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>

Action **7**

<p>Actions/Services</p>	<p>PLANNED 1.7 Select and purchase CCSS aligned materials. Explore GED test vendor for Court School Program.</p>	<p>ACTUAL 1.7 Purchase of CCSS-aligned materials has not yet occurred. After re-evaluating need, it was decided to postpone identifying a GED test vendor for Court School Program.</p>
<p>Expenditures</p>	<p>BUDGETED 4000-4999: Books And Supplies R0241 29870 4000-4999: Books And Supplies R0242 20130</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies R0241 0 4000-4999: Books And Supplies R0242 0</p>

Action **8**

<p>Actions/Services</p>	<p>PLANNED 1.8 Continue purchase of computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology and provide for technology maintenance and support.</p>	<p>ACTUAL 1.8 No technology needed to be replaced. Technology updates were deferred to the 2017-18 school year.</p>
<p>Expenditures</p>	<p>BUDGETED 4000-4999: Books And Supplies R0241 2332 4000-4999: Books And Supplies R0242 3300</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies R0241 0 4000-4999: Books And Supplies R0242 0</p>

Action **9**

<p>Actions/Services</p>	<p>PLANNED 1.9 Provide teacher time for reviewing and revising assessments.</p>	<p>ACTUAL 1.9 Review and revision of assessments was put on hold for the 2016-17 school year. Plans are in place to include this in the professional development plan for the 2017-18 school year.</p>
<p>Expenditures</p>	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highly qualified teachers, clerical, administrative and support staff were provided . (1.1)

After an assessment of teacher needs, it was determined that the use of an instructional coach was not having the desired impact. Instructional coaching services will continue to be available, on an as needed basis. (1.2)

English and math intensive intervention teachers, instructional support materials and academic tutoring were provided. Students working with the intensive intervention teachers continue to do well in meeting the academic goals they set for themselves. Individualized support and attention seem to have a positive correlation to student academic success and engagement in school. (1.3).

Professional development was provided including: Teacher participation in department Learning Community meetings (which were guided by ESS staff) and other SCOE professional development opportunities. After assessing the relevance and impact of continuing participation in the Leadership Network, it was determined that participation would be suspended for the 2016-17 school year. Additional training related to Adverse Childhood Experiences (ACEs) and working with trauma impacted students was offered and very well received. This training will continue in the 2017-18 school year, with the hopes of offering a Psychological First Aid Certificate training. (1.4)

Resource Specialist teachers/assistant, School Psychologist, Speech-Language Pathologist and School Nurse services were provided. Special Education students receive enhanced academic support, as driven by their IEP goals. (1.5)

Collaboration related to CCSS was done via the Learning Community meetings and did not require release time. (1.6)

Purchase of CCSS-aligned textbooks has not yet occurred. A plan for purchasing textbooks is being developed but the department is proceeding with caution in this area. The current focus is on strengthening instructional practice. CCSS materials are available to all teachers. (1.7)

Outdated/damaged technology was replaced as needed. Technology maintenance and support was provided. Additional technology purchases/upgrades are planned for the 2017-18 school year. (1.8)

Review and revision of assessments was put on hold for the 2016-17 school year. Plans are in place to include this in the professional development plan for the 2017-18 school year. (1.9)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although all teachers are considered 'highly qualified', student performance is still below desired levels. We will continue to provide support to teachers to strengthen instructional practice. (1.1)

After an assessment of teacher needs, it was determined that the use of an instructional coach was not having the desired impact, so this action was not implemented. Coaching support will still be made available on an as-needed basis. We continue to try to address methods by which to best support teachers in improving instructional practice. (1.2)

We continue to see positive student progress for students who work with the intensive intervention teachers. Additionally, student engagement with these teachers remains high. Student attendance and academic performance of some students in this subgroup continues to be below desired levels. We will continue to look at our service delivery model and the types and level of support that students receive to determine how to increase effectiveness in this area. (1.3)

Staff have been provided with rigorous department professional development and have also been encouraged through the evaluation process to participate in relevant pd offerings outside of the department. The expectation that teachers keep their skills current and updated will continue. ESS staff has provided a wide range of services to teachers. Identification of methods for best providing department professional development are still being explored. (1.4)

Resource Specialist teachers/assistant, School Psychologist, Speech-Language Pathologist and School Nurse services provided support for students with Individualized Educational Plans (IEPs). We continue to evaluate the effectiveness of various service delivery models in order to improve outcomes for this student population. (1.5)

Collaboration related to CCSS was done via the Learning Community meetings and did not require release time. (1.6)

Textbook adoption is still being evaluated - pending adoption of materials by other COE programs and local districts and program needs. (1.7)

All sites have access to Chromebooks and they are being utilized by students. Purchase of additional Chromebooks and upgrading existing technology are planned for 2017-18. (1.8)

The focus continues to be on implementation of CCSS and 21st century instructional strategies. Next steps include review and revision of existing assessments, including re-imagining how we assess students. (1.9)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

1.8 No technology needed to be replaced. Technology updates were deferred to the 2017-18 school year.

Moving forward, department writing assessment data will be added as an expected outcome toward achieving this goal.

All actions and services described above will continue to be a priority for the department moving forward, with modification to the following actions/services:

1.1 We will continue to provide support to teachers to strengthen instructional practice (Goal 1 Action/Service 1.4).

1.2 After an assessment of teacher needs, it was determined that the use of an instructional coach was not having the desired impact. Instructional coach support will still be available on an as-needed basis (Goal 1 Action/Service 1.2).

1.6 Collaboration related to CCSS was done via the Learning Community meetings and did not require release time (Goal 1 Action/Service 1.6).

1.9 Review and revision of assessments was put on hold for the 2016-17 school year. Plans are in place to include this in the professional development plan for the 2017-18 school year (Goal 1 Action/Service 1.9).

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Goal 2: Students will attend school because they feel engaged and connected to their learning

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Community School attendance rates in seat time program will increase by 5% (over prior year). Due to the nature of the program, Court School attendance rates are at or near 100% consistently.

Community School chronic absenteeism rate in the seat time program will decrease by 10% (over prior year).

Community School graduation rate will increase by 10% (over prior year). Middle school promotion is not applicable in our program.

Community School dropout rate will decrease 10% (over prior year).

There will be a 10% increase (over prior year) in the number of students earning 10 credits each quarter, when enrolled for the entire quarter.

All students will continue to be provided access to a broad course of study. All students will continue to be supported in enrolling in junior college classes and/or A-G coursework.

ACTUAL

Community School attendance rates in seat time program decreased by 5% (over prior year). Due to the nature of the program, Court School attendance rates are at or near 100% consistently.

Community School chronic absenteeism rate in the seat time program decreased by 8% (over prior year).

Community School graduation rate increased by 8% (over prior year). Middle school promotion is not applicable in our program.

Community School dropout rate for the 2016-17 school year is not yet available.

During the first quarter in the Community School Program there was ~20% decrease in the number of students earning 10 credits, when enrolled for the entire quarter. In the Court School Program there was a 11% decrease in the number of student earning 10 credits, when enrolled for the entire quarter.

During the second quarter in the Community School Program there was ~7% decrease in the number of students earning 10 credits, when enrolled for the entire quarter. In the Court School Program there was a 14% decrease in the number of student earning 10 credits, when enrolled for the entire quarter.

Students in the Community School program will continue to be provided access to a CTE coursework.

All students continue to be provided access to a broad course of study. All students continue to be supported in enrolling in junior college classes and/or A-G coursework.

Students in the Community School program continue to be provided access to CTE coursework.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action 1</p>	<p>PLANNED 2.1 Provide Behavior Specialist services and continue to provide students with incentives for positive behavior.</p>	<p>ACTUAL 2.1 Behavior Specialist services were available. Behavior incentives for students were offered.</p>
<p>Expenditures</p>	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>
<p>Action 2</p>	<p>PLANNED 2.2 Provide Career Education Coordinator position and related enrichment activity opportunities, including expansion of school-wide/program-wide events Reconsider Work Ready Certificate - Jobs Made Real.</p>	<p>ACTUAL 2.2 Career Education Coordinator and related enrichment activity opportunities were provided.</p>
<p>Expenditures</p>	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>

Action **3**

Actions/Services

PLANNED
 2.3 Provide personnel and materials for Career Technical Education. Continue expanded CTE course offerings to possibly include extension of the school day and include parent commitment form as part of course enrollment.

ACTUAL
 2.3 Personnel and materials for Career Technical Education were provided. Some course offerings included extension of the school day. Written parent commitment was added as part of the course enrollment.

Expenditures

BUDGETED
 5000-5999: Services And Other Operating Expenditures R0242 25457
 5000-5999: Services And Other Operating Expenditures R3025 2000

ESTIMATED ACTUAL
 5000-5999: Services And Other Operating Expenditures R0242 0
 5000-5999: Services And Other Operating Expenditures R3025 29144

Action **4**

Actions/Services

PLANNED
 2.4 Provide student attendance and behavior incentives in the Community School program. Gather attendance and truancy intervention data from similar programs for comparison.

ACTUAL
 2.4 Student attendance and behavior incentives were provided in the Community School seat-time program.

Expenditures

BUDGETED
 4000-4999: Books And Supplies R3025 10000

ESTIMATED ACTUAL
 4000-4999: Books And Supplies R3025 6469

Action **5**

Actions/Services

PLANNED
 2.5 Contract with The Center for life skills curriculum to compliment the work of Career Ed Coordinator. Explore expansion of contract to include work with parents/families.

ACTUAL
 2.5 Life skills curriculum was provided. Expansion of the contract to include work with parents/families has not yet occurred.

Expenditures

BUDGETED
 5000-5999: Services And Other Operating Expenditures R0242 19750

ESTIMATED ACTUAL
 5000-5999: Services And Other Operating Expenditures R0242 19750

Action **6**

Actions/Services

PLANNED

ACTUAL

Expenditures	<p>2.6 Provide mental health counseling services. Expand contract as necessary to increase hours of mental health counselors.</p>	<p>2.6 Mental health counseling services were provided. Partially due to declining enrollment, services were not utilized at the level projected. Need and level of service will be re-evaluated for the 2017-18 school year.</p>
	<p>BUDGETED</p> <p>5000-5999: Services And Other Operating Expenditures R0242 25000 5000-5999: Services And Other Operating Expenditures R3025 43200 5000-5999: Services And Other Operating Expenditures R6500 10000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999: Services And Other Operating Expenditures R0242 0 5000-5999: Services And Other Operating Expenditures R3025 29748 5000-5999: Services And Other Operating Expenditures R6500 25252</p>

Action **7**

Expenditures	<p>PLANNED</p> <p>2.7 Contract with Restorative Resources for restorative dialogues and conferences Consider expansion of program to include restorative practice in the classroom.</p>	<p>ACTUAL</p> <p>2.7 Restorative Resources services were provided - restorative dialogues and conferences occurred. Expansion to allow for restorative practice in the classroom has not yet occurred.</p>
	<p>BUDGETED</p> <p>5000-5999: Services And Other Operating Expenditures R0241 15000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999: Services And Other Operating Expenditures R0241 6700 5000-5999: Services And Other Operating Expenditures R3025 8900</p>

Action **8**

Expenditures	<p>PLANNED</p> <p>2.8 Operate teen parent program, including onsite childcare, counseling and parenting education.</p>	<p>ACTUAL</p> <p>2.8 Teen parent program (including onsite childcare, counseling and parenting education) were provided.</p>
	<p>BUDGETED</p> <p>4000-4999: Books And Supplies R3025 4000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999: Books And Supplies R3025 0 4000-4999: Books And Supplies R0242 942 4000-4999: Books And Supplies Lottery 607</p>

Other costs reflected in Goal 1, Action 1

Other costs reflected in Goal 1, Action 1

Action **9**

<p>Actions/Services</p>	<p>PLANNED 2.9 Provide bus passes for Community School students needing transportation assistance.</p>	<p>ACTUAL 2.9 Bus passes were provided for Community School students.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures R3025 10000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures R3025 7240</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Behavior Specialist services were available. Incentives for positive student behavior were implemented. (2.1)

Career Education Coordinator and related enrichment activity opportunities were provided. (2.2)

Personnel and materials for Career Technical Education were provided. Some course offerings included extension of the school day. Written parent commitment was added as part of the course enrollment. (2.3)

Student attendance and behavior incentives were provided in the Community School seat-time program. (2.4)

Life skills curriculum was provided. Expansion of the contract to include work with parents/families has not yet occurred. (2.5)

Mental health counseling services were provided. There was some increase of counseling hours. (2.6)

Restorative Resources services were provided - restorative dialogues and conferences occurred. Expansion to allow for restorative practice in the classroom has not yet occurred. (2.7)

Teen parent program (including onsite childcare, counseling and parenting education) were provided. (2.8)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Some students are benefiting from offered support services - we would like to see this expanded to more students and include support for staff in managing difficult classroom behaviors. (2.1)

The Career Ed Coordinator provides 'value added' activities and experiences for students. Ongoing monitoring will insure that offerings are high interest and relevant to our student population. (2.2)

Initially, there were mixed results with CTE course offerings in terms of impact on student engagement, behavior and attendance. Student engagement has increased with the addition of high interest projects. Student follow through related to extension of the school day is less than desirable. We will continue to monitor CTE course offerings and their effectiveness. (2.3)

Attendance rates continue to be below desired levels. We will continue to review and revise incentives and interventions to maximize impact. The Keeping Kids in School program had positive impact with the students identified for intervention. Additionally, KKIS staff partnered with staff at Amarosa to enhance the attendance incentive program. (2.4)

Collaboration with The Center for provision of a life skills class seems to be effective and will continue to be monitored to insure that offerings are high interest and relevant to our student population. (2.5)

Finding mental health counselors that are well prepared to work with our student population can be problematic. We will continue to work with our agency partners to insure that appropriate personnel are recruited and retained. Although there was initially some turnover, counseling staff was very well received by students in the 2016-17 school year. (2.6)

Restorative dialogue groups have been well received by the students. We will continue to work to insure that they are having a meaningful impact on student outcomes. Restorative conferences for students returning to district have been highly successful. (2.7)

Services to teen parents and high quality childcare have had a positive impact on outcomes for these students and their children. (2.8)

Although provision of bus passes seems to increase the attendance rates of some students, overall attendance rates continue to be below desired levels. (2.9)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.6 Partially due to declining enrollment, services were not utilized at the level projected. Need and level of service will be re-evaluated for the 2017-18 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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

2.2 Continue expansion of school-wide/program-wide events (Goal 2, Actions/Services 2.2).

2.4 Gather truancy intervention and attendance data from similar programs for comparison (Goal 2, Action/Service 2.4).

2.6/2.7 Consider expansion of contracts with CBOs to increase mental health counseling services and expand use of restorative practices (Goal 2, Actions/Service 2.6 and 2.7).

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Community School suspension rates will decrease 5% (over previous year).

As measured by the California Healthy Kids (CHKS) and/or other surveys, student report of high levels of school connectedness will increase 10% (over previous year).

As measured by CHKS and/or other surveys, student report of high levels of school caring relationships with adults will increase 10% (over previous year).

As measured by CHKS and/or other surveys, student report of high levels of high expectations from adults at school will increase 10% (over previous year).

As measured by CHKS and/or other surveys, student report of high levels of meaningful participation in school will increase 10% (over previous year).

Continue to maintain facilities in good repair, as measured by the FIT.

ACTUAL

Community School suspension rate increased by 6% (over previous year).

As measured by the California Healthy Kids (CHKS) and/or other surveys, student report of high levels of school connectedness increased by 25% (over previous year).

As measured by CHKS and/or other surveys, student report of high levels of school caring relationships with adults increased by 31% (over previous year).

As measured by CHKS and/or other surveys, student report of high levels of high expectations from adults at school increased by 34% (over previous year).

As measured by CHKS and/or other surveys, student report of high levels of meaningful participation in school increased by 17% (over previous year).

All facilities were and still are, in good repair, as measured by the FIT.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	
Actions/Services	<p>PLANNED 3.1 Create intentional collaboration with community partners by continuing existing contracts with community based organizations and agencies. Consider expansion of contracts to include community service graduation requirement.</p>	<p>ACTUAL 3.1 Intentional collaboration with community partners occurred and is ongoing. Discussion has begun related to adding a community service graduation requirement.</p>
Expenditures	<p>BUDGETED R3025 25000 5000-5999: Services And Other Operating Expenditures R0241 5000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures R3025 30000 5000-5999: Services And Other Operating Expenditures R0241 30000</p>
Action	2	
Actions/Services	<p>PLANNED 3.2 Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students.</p>	<p>ACTUAL 3.2 Healthy relationships between adults and students is promoted via school/community building events. The parent engagement event at Amarosa was very successful, as was the Workplace Readiness event.</p>
Expenditures	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>
Action	3	
Actions/Services	<p>PLANNED 3.3 Provide academic counseling focused on a case management system. Improve system for tracking return- to-district statistics/outcomes.</p>	<p>ACTUAL 3.3 Academic counseling, focused on a case management system, was provided. Return-to-district rates are being tracked. A system needs to be put in place to better track outcomes (beyond anecdotally) of students who return to district.</p>

Expenditures	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>

Action **4**

Actions/Services	<p>PLANNED 3.4 Provide culturally appropriate structure and support by providing bilingual counseling services and a bilingual parent liaison Explore expansion of agency contracts to include work with parents/families.</p>	<p>ACTUAL 3.4 Culturally appropriate support services (with the exception of a bilingual counselor) were provided. A bilingual parent liaison has not been hired (we are re-evaluating the need for this). Agency contracts have not yet been expanded to include formalized work with parents/families.</p>
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Expenditures	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>
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Action **5**

Actions/Services	<p>PLANNED 3.5 Provide mental health counseling services to students and families through ongoing agency contracts.</p>	<p>ACTUAL 3.5 Mental health counseling services were provided to students and offered to families through ongoing agency contracts.</p>
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Expenditures	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>
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Action **6**

Actions/Services	<p>PLANNED 3.6 Provide safe school facilities by continuing to maintain school facilities in good repair.</p>	<p>ACTUAL 3.6 Safe school facilities were provided and any needed repairs were conducted.</p>
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Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures R0242 50000 5000-5999: Services And Other Operating Expenditures R8150 18506</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures R0242 55115 5000-5999: Services And Other Operating Expenditures R8150 18067</p>
Action	<h1 style="font-size: 2em; margin: 0;">7</h1>	
Actions/Services	<p>PLANNED 3.7 Utilize restorative justice principles through contract with Restorative Resources. Explore expansion of program to include restorative practice in the classroom.</p>	<p>ACTUAL 3.7 Restorative justice principles/practices were utilized. Expansion of program to include restorative practice in the classroom has not yet occurred.</p>
Expenditures	<p>BUDGETED Cost reflected in Goal 2, Action 7</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 2, Action 7</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Intentional collaboration with community partners occurred and is ongoing. (3.1)

Healthy relationships between adults and students is promoted via school/community building events .(3.2)

Academic counseling, focused on a case management system, was provided.(3.3)

Culturally appropriate support services (with the exception of a bilingual counselor) were provided. A bilingual parent liaison has not been hired (we are re-evaluating the need for this). Agency contracts have not yet been expanded to include work with parents/families. (3.4)

Mental health counseling services were provided to students and offered to families through ongoing agency contracts. (3.5)

Safe school facilities were provided and any needed repairs were conducted. (3.6)

Restorative justice principles/practices were utilized. Expansion of program to include restorative practice in the classroom has not yet occurred. (3.7)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

There continues to be a need to monitor the impact of CBO services on student outcomes Overall, services have had a positive impact, particularly as it relates to school-community building. Additionally, the services the CBOs provide, assist students in meeting requirements for readmission to district. (3.1)

Progress has been made in the area of school-community building events. Moving forward, the development of an action plan would help to further increase the impact of these events and staff coordination. (3.2)

Academic counseling services are provided to all students in the program. The counselor assists students with the development of graduation plans and assists with addressing barriers to positive school outcomes. Student relationships are strong and this service provides much needed support and guidance to students. (3.3)

The need for bilingual counseling staff is being re-evaluated. Current counseling services (although not offered by bilingual staff) are having a positive impact. There continues to be a need to explore the creation of a bilingual parent liaison position. (3.4)

Mental health counseling services were strong in the 2016-17 school year. After some initial staff turnover, staffing was solid and counselors established and maintained positive relationships with students. Counseling services assist students with addressing barriers to school success and provide support in dealing with personal issues that might impact their ability to be fully 'present' at school.(3.5)

The department continues to enjoy a good working relationship with the SCOE Maintenance Department. Facilities are consistently maintained in good repair. Some deferred maintenance will be occurring Summer of 2017. (3.6)

Restorative dialogue groups have been well received by the students. We will continue to work to insure that they are having a meaningful impact on outcomes (3.7)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions and services described above will continue to be a priority for the department moving forward. Potential changes to actions/services include:

3.3 A system needs to be put in place to better track outcomes (beyond anecdotally) of students who return to district. A system is in place to track whether or not students return to district. Collaboration with district staff will allow for improved tracking of outcomes once students return to district.(Goal 3, Actions/Services 3.3).

3.4 A bilingual parent liaison has not been hired (we are re-evaluating the need for this). Agency contracts have not yet been expanded to include work with parents/families (Goal 3, Actions/Services 3.4).

3.4 The need for bilingual counseling staff is being re-evaluated. Current counseling services (although not offered by bilingual staff) are having a positive impact (Goal 3, Actions/Services 3.4).

Annual Update LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Goal 4: Students will receive focused ELD instruction aligned to their proficiency levels

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

There will be a 10% increase (over prior year) in students meeting CELDT criterion, as measured by CELDT.

There will be a 10% increase (over prior year) of ELD students meeting reclassification criteria for the purposes of gaining academic content knowledge and English language proficiency.

75% of classroom teachers will implement the new ELD standards.

ACTUAL

In the Community School Program, there was a 7% decrease (2014-15 to 2015-16) in students meeting CELDT criterion, as measured by CELDT.
In the Court School Program, there was an 18% decrease (2014-15 to 2015-16) in students meeting CELDT criterion, as measured by CELDT.

In the 2016-17 school year, there was a 6% increase (over prior year) of ELD students meeting reclassification criteria for the purposes of gaining academic content knowledge and English language proficiency.

Method for measuring implementation of ELD standards by classroom teachers is still being developed.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

<p>Actions/Services</p>	<p>PLANNED 4.1 Purchase ELD CCSS aligned instructional and support materials.</p>	<p>ACTUAL 4.1 Materials have not yet been purchased.</p>
<p>Expenditures</p>	<p>BUDGETED Cost reflected in Goal 1, Action 7</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 7</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED 4.2 Provide a system for monitoring and reclassification of English Learner students.</p>	<p>ACTUAL 4.2 A system for monitoring and reclassification of English Learners was utilized.</p>
<p>Expenditures</p>	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED 4.3 Provide comprehensive ELD services.</p>	<p>ACTUAL 4.3 Comprehensive ELD services were provided.</p>
<p>Expenditures</p>	<p>BUDGETED Cost reflected in Goal 1, Action 1</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED 4.4 Provide support for administration of the CELDT. Provide access to related professional development.</p>	<p>ACTUAL 4.4 Support for administration of the CELDT and related professional development was provided.</p>
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Expenditures	<p>BUDGETED Cost reflected in Goal 1, Action 1 and Goal 1, Action 4</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1 and Goal 1, Action 4</p>
Action	<p>5</p>	
Actions/Services	<p>PLANNED 4.5 Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training.</p>	<p>ACTUAL 4.5 Teacher professional development was available, that included ELD/ELA/CCSS training. No new curriculum was purchased.</p>
Expenditures	<p>BUDGETED Cost reflected in Goal 1, Action 1 and Goal 1, Action 4</p>	<p>ESTIMATED ACTUAL Cost reflected in Goal 1, Action 1 and Goal 1, Action 4</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Materials have not yet been purchased. (4.1)

A system for monitoring and reclassification of English Learners was utilized. (4.2)

Comprehensive ELD services were provided. (4.3)

Support for administration of the CELDT and related professional development was provided. (4.4)

Teacher professional development was available, that included ELD/ELA/CCSS training. No new curriculum was purchased. (4.5)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Materials have not yet been purchased -Staff have identified some possible resources to pilot. (4.1)

Although EL students are receiving increased services, we will continue to monitor the effectiveness of the program to insure best practices are being utilized and measurable student progress is being gained. (4.3)

We need to continue to monitor the impact staff professional development is having on student outcomes. (4.5)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

All actions and services described above will continue to be a priority for the department moving forward. All goals in this area will remain in place. There are no changes in actions or services.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Goal 5: Employ a wide range of strategies to encourage parent involvement for all students. (including English Learners, low income, foster youth and students with disabilities).

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

There will be a 2% increase (over prior year) of parents reporting that they see themselves as a partner in their child's educational experience, as measured by parent survey.

There will be a 10% increase (over prior year) of parents attending the Community School Spring ILP conference, as measured through sign-in sheets and teacher report.

There will be a 10% increase (over prior year) of parents attending the Probation Camp Spring ILP conference, as measured through sign-in sheets and teacher report.

ACTUAL

There was a 9% decrease (over prior year) of parents reporting that they see themselves as a partner in their child's educational experience, as measured by parent survey.

There was a 16% increase (over prior year) of parents attending the Community School Spring ILP conference, as measured through sign-in sheets and teacher report.

There was a 57% increase (over prior year) of parents attending the Probation Camp Spring ILP conference, as measured through sign-in sheets and teacher report.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1			
Actions/Services		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">PLANNED</td> <td style="width: 50%; text-align: center;">ACTUAL</td> </tr> </table>	PLANNED	ACTUAL
PLANNED	ACTUAL			

5.1 Provide support staff for truancy intervention, including bilingual parent outreach. Work with agencies to offer parent support groups (i.e., Padres Unidos). Measure family involvement in outside programming (i.e., ACT, PRIDE, VISTA, wrap-around services), through parent survey and/or agency report.

BUDGETED
5000-5999: Services And Other Operating Expenditures R0241 52363

5.1 Attendance/truancy support staff was provided to allow for bilingual parent \ outreach. Family involvement in outside programming was not formally tracked but anecdotal information was available, as was ongoing communication with agencies providing services to students and families. After an evaluation of current programming and services, the need for additional staff is being re-evaluated.

ESTIMATED ACTUAL
5000-5999: Services And Other Operating Expenditures R0241 0

Expenditures

Action **2**

PLANNED
5.2 Provide bilingual staff to translate all materials and school communications.

BUDGETED
Cost reflected in Goal 1, Action 1

Expenditures

ACTUAL
5.2 Bilingual staff was provided to translate all materials and school communications.

ESTIMATED ACTUAL
Cost reflected in Goal 1, Action 1

Actions/Services

Action **3**

PLANNED
5.3 Provide translation services for parent meetings.

BUDGETED
Cost reflected in Goal 1, Action 1

Expenditures

ACTUAL
5.3 Translation services for parent meetings were provided.

ESTIMATED ACTUAL
Cost reflected in Goal 1, Action 1

Actions/Services

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Attendance/truancy support staff was provided to allow for bilingual parent outreach. (5.1)
Bilingual staff was provided to translate all materials and school communications.(5.2)
Translation services for parent meetings were provided. (5.3)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent outreach efforts need to increase. It is hoped that a case management approach will improve outcomes. Collaboration and communication with outside agencies working with students and families increased and was more impactful than in previous years.(5.1)
Parent interview as well as parent survey was used in an effort to gain additional parent perspective. (5.1)
Translation services (both oral and written) are meeting program needs. (5.3)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

5.1 After an evaluation of current programming and services the need for additional staff is being re-evaluated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

All actions and services described above will continue to be a high priority for the department moving forward. All goals in this area will remain in place. Actions and services described above will continue to be a priority for the department moving forward. Potential changes to actions/services include:
5.1 Utilize a case management approach to improve parent outreach and increase parent engagement (Goal 5, Actions/Services 5.1).

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

Goal 6: Maintain countywide collaborative process for monitoring and updating/revising the plan to address educational services for expelled youth. Continue to provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Educational services will be offered/provided to 100% of expelled students, as evidenced by 922 Plan review.

ACTUAL

Educational services were offered/provided to 100% of qualifying expelled students. Communication with districts related to provision of services and implementation of 922 Plan was ongoing.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED 6.1 Monitor implementation of county-wide 922 Plan.	ACTUAL 6.1 Implementation of county-wide 922 Plan was monitored.
	BUDGETED No budgeted expenditures	ESTIMATED ACTUAL No budgeted expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the county-wide 922 Plan was monitored. Educational services were offered/provided to 100% of qualifying expelled students. Communication with districts related to provision of services and implementation of 922 Plan was ongoing.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Communication and collaboration with districts related to provision of services to expelled students was effective during the 206-17 school year. Communication included problem-solving challenging cases review of agreements in the 922 Plan.No

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes made or needed at this point in time. Goal will remain the same, as will actions and services.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

Goal 7: The FYS Coordinator will continue to work with a variety of agencies to insure that appropriate services are provided to foster youth and that school, district and Human Services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input checked="" type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Collected data on FY students will show a 1% increase in graduation rates.

Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request.

Data will be provided related to:

- number of AB490 trainings provided
- student education and planning meetings attended
- multi-agency collaborative meetings attended
- technical assistance provided to Human Services staff

ACTUAL

Data was collected on graduation rates for Sonoma County youth in foster care. Graduation rates for 16-17 are not yet available.

Records transfer data for 2016-17 is not yet available.

Between August, 2016 and May, 2017, the FYSCP Coordinator engaged in 113 education support activities/meetings for individual students, participated in 67 multi-agency meetings, and provided over 25 technical assistance training sessions.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED

7.1 The FYS Coordinator, tutoring services, school supplies and professional development materials are currently funded through the state-wide FYS grant. The California Department of Education is expected to release an RFA (Request for Funding Applications) in fall of 2016. It is possible that COEs will be able to apply for FYS funding for the 3-year grant cycle 2017 – 2020.

The Foster Youth Services Coordinator will work with Human Services to:

- Minimize changes in school placement
- Support provide educational status and progress of FY to child welfare agencies
- Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services
- Establish a mechanism for efficient and quick transfer of health and education records to schools
- Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court
- Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services

BUDGETED
Other costs reflected in Goal 1, Action 1 R7366

ACTUAL

7.1 The SCOE Foster Youth Services Coordination Program has continued to make progress with the implementation and management of the Foster Focus data system. This data base allows efficient archiving and sharing of foster youth education-related documents. Through having access to these records, SCOE FYSCP staff district liaisons, and social workers can communicate more rapidly and effectively in order to support education continuity for youth in the foster care system.

The Foster Youth Services Coordinator worked with Human Services to:

- Minimize changes in school placement
- Support provide educational status and progress of FY to child welfare agencies
- Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services
- Establish a mechanism for efficient and quick transfer of health and education records to schools
- Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court
- Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services

ESTIMATED ACTUAL
Other costs reflected in Goal 1, Action 1 R7366

Expenditures

4000-4999: Books And Supplies R7366 1579
5000-5999: Services And Other Operating Expenditures R7366 19880

4000-4999: Books And Supplies R7366 850
5000-5999: Services And Other Operating Expenditures R7366 3559

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Through the efforts of SCOE FYSCP, 98% of student records were transferred within 48 hours.

Between August, 2016 and May, 2017, the FYSCP Coordinator engaged in 113 education support activities/meetings for individual students, participated in 67 multi-agency meetings, and provided over 25 technical assistance training sessions.

The SCOE FYSCP Coordinator worked with Sonoma County FY&C to identify the remaining work that needs to be accomplished in order for the Health and Education passports to be completed in CWS-CMS. The Coordinator will be piloting a strategy for data entry, and providing an update to FY&C staff, so that decisions can be made that will support entry of passport information going forward.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through direct support to students, school teams, and social workers, Sonoma County youth identified as foster youth have been able to receive academic support and assistance that encourages them to stay connected to school. The 40 school districts in Sonoma County have access to a full range of training, resources, and 1:1 technical support related to foster youth education (AB 490). (Graduation rate will be available, but not until June when all programs have ended.)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal is anticipated to remain the same for the coming year.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Revisions to the annual update and the 3-year plan were completed following the stakeholder engagement process. Stakeholder meetings were held on February 9, 2017, February 16, 2017 and April 17, 2017. Stakeholders included: school district partners, community partners, parents, students, COE Board members and all department staff (site and program administrators, and all certificated and classified bargaining unit members). Stakeholder groups (including the parent advisory committee/DLAC) were sent the plan draft for review and input. Any questions from the parent advisory committee/DLAC were responded to in writing. The public hearing for the LCAP and budget was held at the June 1, 2017 meeting of the Board. The LCAP and budget was approved at the June 29, 2017 meeting of the Board.

The 2016-17 LCAP Stakeholder engagement plan was developed by the Department Director and the program Administrator.

The LCAP process, timeline and activity update was a standing item of the Instructional Services and Community Partnerships Standing Committee during the 2016-17 school year.

Stakeholder meetings:

- February 16, 2017 for consultation with bargaining units (certificated and classified staff)
- February 9, 2017 Foster Youth Services Coordination Program Advisory Council
- April 17, 2017 for parents/ELAC and students
- April 17, 2017 for school district partners, community partners, parents, students and COE Board members

At each stakeholder meeting, there was a review/explanation of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). Handouts were provided of the 2015-16/2016-17 LCAP Infographic and Review of Progress on Measurable Outcomes. Updated program information and status on required metrics was shared and discussed and participants were asked for feedback. The same data was also shared with students and they had the opportunity to share input and feedback related to program improvement.

Parents and students were also surveyed during the LCAP annual update process.

Partners in the Foster Youth care system attended a meeting on February 9, 2017 related to state priority 10 and the needs of Foster Youth.

District representatives attended a meeting on April 17, 2017 related to state priority 9 and the needs of expelled youth.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Stakeholder groups (including the parent advisory committee/DLAC)- were sent the draft plan for review and input. Input from the stakeholders (outlined below) resulted in modification and/or expansion of some of the existing goals. Any questions from the parent advisory committee/DLAC were responded to in writing. Students were engaged in both formal and informal conversations and were invited to share feedback. Students reported that small group, focused intervention (i.e., work with the EL teacher) was helpful. A student 'academic contract' system that was put in place also helped students with supported focus on credit acquisition and resulted in an earned incentive. Students would like more access to elective class offerings.

As a result of feedback from the groups represented at the three stakeholder meetings (school district partners; community partners, parents, students, COE Board members; and bargaining units) changes to goals, services, actions and/or expenditures were considered based on the following input:

- Rethink number of courses offered each quarter/grading period - perhaps focus on a maximum of 3 subjects/day.
- Consider starting the school day later to help improve attendance rates.
- Re-examine credit allocation/how credits are awarded and consider alternative assessments in subject areas.
- Explore implementation of thematic units/teaching across the curriculum to help increase student engagement and curricular cohesion.
- Consider flexible student release/dismissal time to allow teachers more time to 1:1 with students.
- Consider a "180" graduation requirement/ "adult ed" type program
- Continue to provide staff training related to ACEs (Adverse Childhood Experiences), try to identify student challenges/past events. Identify intervention strategies to help build resiliency.
- Keep a better metric to track numbers of students readmitted to district.as a measure of student success
- Re-evaluate the California Healthy Kids Survey administration and data collection - explore breaking out data based on student length in program. Does the survey try to identify barriers - transportation, care for siblings, etc. Try to insure that the best data is collected to measure student connectedness.
- Ensure that students have access to college: dual enrollment, promote the opportunity, have former students share stories, provide access to programs like 10,000 Degrees. Promote pro-social education, mentoring, parent education/Parent Project and job market statistics.

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Goal 1: Students will achieve Common Core grade level standards

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

The majority of students continue to perform well below grade level as evidenced by:

- In the 2014-15 school year no Community School students met achievement standards in English Language Arts/Literacy or mathematics, as measured by the Smarter Balanced Assessment (SBAC).
- In the 2015-16 school year no 8th grade Community School students met or exceeded standards in English Language Arts or mathematics, as measured by the SBAC.
- In the 2015-16 school year 20% of Community School students in grade 11 met or exceeded standards in English Language Arts and 10% met or exceeded standards in mathematics, as measured by the SBAC.
- In the 2014-15 school year 0% of students (0 of 110) in grades 8-11 scored at or above proficiency level on the Scholastic Math Inventory (SMI)
- In the 2015-16 school year 1.6% of students (6 of 367) in grades 8-11 scored at or above proficiency level on the Scholastic Math Inventory (SMI)
- In the 2016-17 school year 3% of students (3 of 103) in grades 8-11 scored at or above proficiency level on the Scholastic Math Inventory (SMI). No 12th grade students (0 of 21) scored above 1300 (college & career ready).
- In the 2014-15 school year 24% of students (29 of 122) in grades 8-11 scored at or above proficiency level on the Scholastic Reading Inventory (SRI). 5% of 12th grade students (3 of 65) scored above 1300 (college & career ready) on the SRI
- In the 2015-16 school year 14% of students (50 of 367) in grades 8-11 scored at or above proficiency level on the SRI. 2% of 12th grade students (3 of 151) scored above 1300 (college & career ready) on the SRI
- In the 2016-17 school year 16% of students (20 of 127) in grades 8-11 scored at or above proficiency level on the SRI 7% of 12th grade students (2 of 28) scored above 1300 (college & career ready) on the SRI

In the 2014-15 school year no teachers were misassigned.
 In the 2015-16 school year no teachers were misassigned.
 In the 2016-17 school year no teachers were misassigned.

In the 2014-15 school year program administrators attended a Math Tool Kit training and consulted with SCOE's Mathematics Coordinator.
 In the 2015-16 school year textbook adoption data was gathered from other county office programs and some local districts.
 In the 2016-17 school year, alternatives to traditional textbook adoption were discussed and explored.

In the 2014-15 school year 100% of teachers participated in department professional development.
 In the 2015-16 school year 100% of teachers participated in department professional development.
 In the 2016-17 school year 100% of teachers participated in department professional development.

In the 2014-15 school year 100% of students had access to standards aligned materials.
 In the 2015-16 school year 100% of students had access to standards aligned materials.
 In the 2016-17 school year 100% of students had access to standards aligned materials.

In the 2014-15 school year 100% of teachers participated in professional development related to implementation of CCSS. Implementation metric needs to be developed.
 In the 2015-16 school year 100% of teachers participated in professional development related to implementation of CCSS and 21st century instructional strategies, including Maker Education.
 In the 2016-17 school year 100% of teachers participated in professional development related to implementation of CCSS and 21st century instructional strategies, including Maker Education and technology integration.

Notes on additional required metrics: API: Not available this year.
 Students completing A-G requirements: Program students usually enter credit deficient. In the current structure, credit remediation drives course offerings.

Percentage of students who have passed AP exam: AP courses are not offered.

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC/CAASPP ELA and Mathematics score reports.	In the 2015-16 school year no 8th grade Community School students met or exceeded standards in English Language Arts or mathematics, as measured by the SBAC.	There will be a 10% increase of students scoring at or near proficiency on the Smarter Balanced Assessment (SBAC) English Language Arts/Literacy and Mathematics assessments.	There will be a 10% increase of students scoring at or near proficiency on the Smarter Balanced Assessment (SBAC) English Language Arts/Literacy and Mathematics assessments.	There will be a 10% increase of students scoring at or near proficiency on the Smarter Balanced Assessment (SBAC) English Language Arts/Literacy and Mathematics assessments.

<p>Scholastic Math Inventory (SMI) score reports.</p>	<p>In the 2015-16 school year 20% of Community School students in grade 11 met or exceeded standards in English Language Arts and 10% met or exceeded standards in mathematics, as measured by the SBAC.</p>	<p>There will be a 10% increase of students scoring at or above proficiency level on the Scholastic Math Inventory (SMI).</p>	<p>There will be a 10% increase of students scoring at or above proficiency level on the Scholastic Math Inventory (SMI).</p>	<p>There will be a 10% increase of students scoring at or above proficiency level on the Scholastic Math Inventory (SMI).</p>
<p>Scholastic Reading Inventory (SRI) score reports.</p>	<p>In the 2016-17 school year 3% of students (3 of 103) in grades 8-11 scored at or above proficiency level on the Scholastic Math Inventory (SMI). No 12th grade students (0 of 21) scored above 1300 (college & career ready).</p>	<p>There will be a 10% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Reading Inventory (SRI). There will be a 10% increase (over baseline) of 12th grade students scoring 1300 or above.</p>	<p>There will be a 10% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Reading Inventory (SRI). There will be a 10% increase (over baseline) of 12th grade students scoring 1300 or above.</p>	<p>There will be a 10% increase (over previous year) of students scoring at or above proficiency level on the Scholastic Reading Inventory (SRI). There will be a 10% increase (over baseline) of 12th grade students scoring 1300 or above.</p>
<p>Teacher assignments.</p>	<p>In the 2016-17 school year 16% of students (20 of 127) in grades 8-11 scored at or above proficiency level on the SRI 7% of 12th grade students (2 of 28) scored above 1300 (college & career ready) on the SRI.</p>	<p>Utilize hiring practices to insure that 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified (HQT). No teachers will be mis-assigned.</p>	<p>Utilize hiring practices to insure that 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified (HQT). No teachers will be mis-assigned.</p>	<p>Utilize hiring practices to insure that 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified (HQT). No teachers will be mis-assigned.</p>
<p>Textbook adoption.</p>	<p>In the 2015-16 school year no teachers were misassigned.</p>	<p>Solicit teacher input into selection and purchase of state approved CCSS curriculum for all students and supplemental materials as appropriate for other subjects, as measured by textbook adoption and meeting notes.</p>	<p>Solicit teacher input into selection and purchase of state approved CCSS curriculum for all students and supplemental materials as appropriate for other subjects, as measured by textbook adoption and meeting notes.</p>	<p>Solicit teacher input into selection and purchase of state approved CCSS curriculum for all students and supplemental materials as appropriate for other subjects, as measured by textbook adoption and meeting notes.</p>
<p>Professional Development participation/attendance logs</p>	<p>In the 2016-17 school year, alternatives to traditional textbook adoption were discussed and explored.</p>	<p>100% of teachers will continue to participate in department professional development. 100% of all teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice.</p>	<p>100% of teachers will continue to participate in department professional development. 100% of all teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice.</p>	<p>100% of teachers will continue to participate in department professional development. 100% of all teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice.</p>
<p>Sufficiency of Instructional Materials Resolution</p>	<p>In the 2016-17 school year 100% of teachers participated in professional development related to implementation of CCSS and 21st century</p>	<p>100% of students will continue to have access to standards aligned materials. 90% of</p>	<p>100% of students will continue to have access to standards aligned materials. 90% of</p>	<p>100% of students will continue to have access to standards aligned materials. 90% of</p>

<p>Percentage of students who have passed AP exam: AP courses are not offered.</p> <p>Percentage of students who demonstrate preparedness on the Early Assessment Program: No students took this exam.</p>	<p>instructional strategies, including Maker Education.</p> <p>In the 2016-17 school year 100% of students had access to standards aligned materials.</p>	<p>teachers will demonstrate implementation of CCSS in ELA and math.</p>	<p>teachers will demonstrate implementation of CCSS in ELA and math.</p>	<p>teachers will demonstrate implementation of CCSS in ELA and math.</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
	<u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New
 Modified
 Unchanged

1.1 Provide highly qualified teachers, clerical, administrative and support staff

New
 Modified
 Unchanged

1.1 Provide highly qualified teachers, clerical, administrative and support staff

New
 Modified
 Unchanged

1.1 Provide highly qualified teachers, clerical, administrative and support staff

BUDGETED EXPENDITURES

2017-18

Amount	57457
Source	R0094
Budget Reference	1000-3999: Salary and Benefits
Amount	965350
Source	R0241
Budget Reference	1000-3999: Salary and Benefits
Amount	825601
Source	R0242
Budget Reference	1000-3999: Salary and Benefits
Amount	203567
Source	R3025
Budget Reference	1000-3999: Salary and Benefits
Amount	44611
Source	R3310
Budget Reference	1000-3999: Salary and Benefits
Amount	294053
Source	R6500

2018-19

Amount	58836
Source	R0094
Budget Reference	1000-3999: Salary and Benefits
Amount	988517
Source	R0241
Budget Reference	1000-3999: Salary and Benefits
Amount	845415
Source	R0242
Budget Reference	1000-3999: Salary and Benefits
Amount	208453
Source	R3025
Budget Reference	1000-3999: Salary and Benefits
Amount	45682
Source	R3310
Budget Reference	1000-3999: Salary and Benefits
Amount	301110
Source	R6500

2019-20

Amount	60325
Source	R0094
Budget Reference	1000-3999: Salary and Benefits
Amount	1013528
Source	R0241
Budget Reference	3000-3999: Employee Benefits
Amount	866804
Source	R0242
Budget Reference	3000-3999: Employee Benefits
Amount	213726
Source	R3025
Budget Reference	1000-3999: Salary and Benefits
Amount	46837
Source	R3310
Budget Reference	1000-3999: Salary and Benefits
Amount	308728
Source	R6500

Budget Reference	1000-3999: Salary and Benefits	Budget Reference	1000-3999: Salary and Benefits	Budget Reference	1000-3999: Salary and Benefits
Amount	72450	Amount	74189	Amount	76066
Source	R6680	Source	R6680	Source	R6680
Budget Reference	1000-3999: Salary and Benefits	Budget Reference	1000-3999: Salary and Benefits	Budget Reference	1000-3999: Salary and Benefits
Amount	91947	Amount	94154	Amount	96536
Source	R7366	Source	R7366	Source	R7366
Budget Reference	1000-3999: Salary and Benefits	Budget Reference	1000-3999: Salary and Benefits	Budget Reference	1000-3999: Salary and Benefits

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.2 Make instructional coach support available to teachers.

1.2 Make instructional coach support available to teachers.

1.2 Make instructional coach support available to teachers.

BUDGETED EXPENDITURES

2017-18

Amount 10780

Source R0241

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount 11103

Source R0241

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount 11103

Source R0241

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.3 Provide English and math intensive intervention teachers, instructional support materials and academic tutoring.

1.3 Provide English and math intensive intervention teachers, instructional support materials and academic tutoring.

1.3 Provide English and math intensive intervention teachers, instructional support materials and academic tutoring.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.4 Provide professional development to strengthen instructional practice including:
 SCOE professional development opportunities
 Department Learning Community meetings
 Provide additional training related to Adverse Childhood Experiences (ACEs) and working with trauma impacted students.

1.4 Provide professional development to strengthen instructional practice including:
 SCOE professional development opportunities
 Department Learning Community meetings
 Provide additional training related to Adverse Childhood Experiences (ACEs) and working with trauma impacted students..

1.4 Provide professional development to strengthen instructional practice including:
 SCOE professional development opportunities
 Department Learning Community meetings
 Provide additional training related to Adverse Childhood Experiences (ACEs) and working with trauma impacted students.

BUDGETED EXPENDITURES

2017-18

Amount	1200
Source	R0241
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	4000
Source	R7366
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	1200
Source	R0241
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	4000
Source	R7366
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	1200
Source	R0241
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	4000
Source	R7366
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.5 Provide Resource Specialist teachers and assistant, School Psychologist, Speech- Language Therapist and School Nurse services.

2018-19

New Modified Unchanged

1.5 Provide Resource Specialist teachers and assistant, School Psychologist, Speech-Language Therapist and School Nurse services.

2019-20

New Modified Unchanged

1.5 Provide Resource Specialist teachers and assistant, School Psychologist, Speech-Language Therapist and School Nurse services.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

- New
 Modified
 Unchanged

1.6 Provide for teacher release time to collaborate in CCSS instruction, as needed.

2018-19

- New
 Modified
 Unchanged

1.6 Provide for teacher release time to collaborate in CCSS instruction, as needed.

2019-20

- New
 Modified
 Unchanged

1.6 Provide for teacher release time to collaborate in CCSS instruction, as needed.

BUDGETED EXPENDITURES

2017-18

Budget Reference: Cost reflected in Goal 1, Action 1

2018-19

Budget Reference: Cost reflected in Goal 1, Action 1

2019-20

Budget Reference: Cost reflected in Goal 1, Action 1

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

- All
 Students with Disabilities
 [Specific Student Group(s)]

[Location\(s\)](#)

- All Schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

- English Learners
 Foster Youth
 Low Income

[Scope of Services](#)

- LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.7 Select and purchase CCSS aligned textbooks and/or materials, as needed.

2018-19

New Modified Unchanged

1.7 Select and purchase CCSS aligned textbooks and/or materials, as needed.

2019-20

New Modified Unchanged

1.7 Select and purchase CCSS aligned textbooks and/or materials, as needed.

BUDGETED EXPENDITURES

2017-18

Amount 4000

Source R0241

Budget Reference 4000-4999: Books And Supplies

Amount 6000

Source R0242

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 50000

Source Lottery

Budget Reference 4000-4999: Books And Supplies

Amount

Source

Budget Reference

2019-20

Amount 50000

Source Lottery

Budget Reference 4000-4999: Books And Supplies

Amount

Source

Budget Reference

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.8 Continue purchase of computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology and provide for technology maintenance and support.

2018-19

New Modified Unchanged

1.8 Continue purchase of computers and/or tablets and carts to satisfy 2:1 student ratio,replace outdated and damaged technology and provide for technology maintenance and support.

2019-20

New Modified Unchanged

1.8 Continue purchase of computers and/or tablets and carts to satisfy 2:1 student ratio,replace outdated and damaged technology and provide for technology maintenance and support.

BUDGETED EXPENDITURES

2017-18

Amount 6000

Source R0241

Budget Reference 4000-4999: Books And Supplies

Amount 5000

Source R0242

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 20000

Source R0241

Budget Reference 4000-4999: Books And Supplies

Amount

Source R0242

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 20000

Source R0241

Budget Reference 4000-4999: Books And Supplies

Amount

Source R0242

Budget Reference 4000-4999: Books And Supplies

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.9 Provide teacher time via Learning Community meetings for reviewing and revising assessment, including development of thematic units..

2018-19

New Modified Unchanged

1.9 Provide teacher time via Learning Community meetings for reviewing and revising assessments, including development of thematic units...

2019-20

New Modified Unchanged

1.9 Provide teacher time via Learning Community meetings for reviewing and revising assessments, including development of thematic units...

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

Goal 2: Students will attend school because they feel engaged and connected to their learning

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

In the 2014-15 school year the Community School attendance rate was 62%.
 In the 2015-16 school year the Community School attendance rate was 68%.
 In the 2016-17 school year the Community School attendance rate was 63%.

In the 2014-15 school year the Community School chronic absenteeism rate was 68%.
 In the 2015-16 school year the Community School chronic absenteeism rate was 69%.
 In the 2016-17 school year the Community School chronic absenteeism rate was 61%.

In the 2014-15 school year the Community School graduation rate was 44%.
 In the 2015-16 school year the Community School graduation rate was 42.2%.
 In the 2016-17 school year the Community School graduation rate was 50%.

In the 2014-15 school year the Community School dropout rate was 55.9%.
 In the 2015-16 school year the Community School dropout rate was 57.7%.
 The 2016-17 school year Community School dropout rate is not yet available.

In the 2014-15 school year 31.1% and 28.5% of Community School students earned 10 or more credits in the first and second quarters.
 In the 2015-16 school year 37.6% and 31.8% of Community School students earned 10 or more credits in the first and second quarters.
 In the 2016-17 school year 17% and 24% of Community School students earned 10 or more credits in the first and second quarters.

In the 2014-15 school year 61% and 56% of Court School students earned 10 or more credits in the first and second quarters.
 In the 2015-16 school year 61% and 44% of Court School students earned 10 or more credits in the first and second quarters.

In the 2016-17 school year 50% and 30% of Court School students earned 10 or more credits in the first and second quarters.

All Community School Program students, including English learners, low income, foster youth and students with disabilities, have access to a broad course of study including English Language Arts, Math, Science, Social Studies, Fine Arts and P.E. Students have access to A-G coursework through junior college enrollment and/or online options.

All Court School Program students including English learners, low income, foster youth and students with disabilities have access to a broad course of study including English Language Arts, Math, Science, Social Studies. PE is offered in conjunction with Probation's large muscle exercise program Students have access to A-G coursework through online junior college enrollment and/or other online options.

All Community School seat time students will have access to CTE courses.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate calculation.	In the 2016-17 school year the Community School attendance rate was 63%.	Community School attendance rates in seat time program will increase by 5% (over prior year). Due to the nature of the program, Court School attendance rates are at or near 100% consistently.	Community School attendance rates in seat time program will increase by 5% (over prior year). Due to the nature of the program, Court School attendance rates are at or near 100% consistently.	Community School attendance rates in seat time program will increase by 5% (over prior year). Due to the nature of the program, Court School attendance rates are at or near 100% consistently.
Chronic absenteeism calculation.	In the 2016-17 school year the Community School chronic absenteeism rate was 61%.	Community School chronic absenteeism rate in the seat time program will decrease by 10% (over prior year).	Community School chronic absenteeism rate in the seat time program will decrease by 10% (over prior year).	Community School chronic absenteeism rate in the seat time program will decrease by 10% (over prior year).
Graduation rate calculation.	In the 2016-17 school year the Community School graduation rate was 50%.	Community School graduation rate will increase by 10% (over prior year). Middle school promotion is not applicable in our program.	Community School graduation rate will increase by 10% (over prior year). Middle school promotion is not applicable in our program.	Community School graduation rate will increase by 10% (over prior year). Middle school promotion is not applicable in our program.
Drop out rate calculation.	In the 2015-16 school year the Community School dropout rate was 57.7%.	Community School dropout rate will decrease 10% (over prior year).	Community School dropout rate will decrease 10% (over prior year).	Community School dropout rate will decrease 10% (over prior year).
Credit acquisition data.	In the 2016-17 school year 17% and 24% of Community School students earned 10 or more credits in the first and second quarters.	There will be a 10% increase (over prior year) in the number of students earning 10 credits	There will be a 10% increase (over prior year) in the number of students earning 10 credits	There will be a 10% increase (over prior year) in the number of students earning 10 credits

<p>Santa Rosa Junior College and online (i.e., Odysseyware) course offerings.</p> <p>CTE course offerings/site bell schedules</p>	<p>In the 2016-17 school year 50% and 30% of Court School students earned 10 or more credits in the first and second quarters.</p> <p>Students have access to A-G coursework through junior college enrollment and/or online options.</p> <p>In the 2015-16 school year, CTE Culinary Arts and Construction courses were offered.</p>	<p>each quarter, when enrolled for the entire quarter.</p> <p>All students will continue to be provided access to a broad course of study. All students will continue to be supported in enrolling in junior college classes and/or A-G coursework.</p> <p>Students in the Community School program will continue to be provided access to a CTE coursework.</p>	<p>each quarter, when enrolled for the entire quarter.</p> <p>All students will continue to be provided access to a broad course of study. All students will continue to be supported in enrolling in junior college classes and/or A-G coursework.</p> <p>Students in the Community School program will continue to be provided access to a CTE coursework.</p>	<p>each quarter, when enrolled for the entire quarter.</p> <p>All students will continue to be provided access to a broad course of study. All students will continue to be supported in enrolling in junior college classes and/or A-G coursework.</p> <p>Students in the Community School program will continue to be provided access to a CTE coursework.</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.1 Make Behavior Specialist services available and continue to provide students with incentives for positive behavior.

2018-19

New Modified Unchanged

2.1 Make Behavior Specialist services available and continue to provide students with incentives for positive behavior.

2019-20

New Modified Unchanged

2.1 Make Behavior Specialist services available and continue to provide students with incentives for positive behavior.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

2.2 Provide Career Education Coordinator position and related enrichment activity opportunities, including expansion of school-wide/program-wide events.

New Modified Unchanged

2.2 Provide Career Education Coordinator position and related enrichment activity opportunities, including expansion of school-wide/program-wide events.

New Modified Unchanged

2.2 Provide Career Education Coordinator position and related enrichment activity opportunities, including expansion of school-wide/program-wide events.

BUDGETED EXPENDITURES

2017-18

Budget Reference: Cost reflected in Goal 1, Action 1

2018-19

Budget Reference: Cost reflected in Goal 1, Action 1

2019-20

Budget Reference: Cost reflected in Goal 1, Action 1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Community Schools Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

<p>2.3 Provide personnel and materials for Career Technical Education. Continue expanded CTE course offerings to possibly include extension of the school day and include parent commitment form as part of course enrollment.</p>	<p>2.3 Provide personnel and materials for Career Technical Education. Continue expanded CTE course offerings to possibly include extension of the school day and include parent commitment form as part of course enrollment.</p>	<p>2.3 Provide personnel and materials for Career Technical Education. Continue expanded CTE course offerings to possibly include extension of the school day and include parent commitment form as part of course enrollment.</p>

BUDGETED EXPENDITURES

2017-18

Amount	26692
Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	26692
Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	26692
Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Community Schools</u>	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.4 Provide student attendance and behavior incentives in the Community School program. Explore possible changes to site bell schedules and programming that might positively impact student attendance. Utilize attendance and truancy intervention data gathered from similar programs to inform practice.

2018-19

New Modified Unchanged

2.4 Provide student attendance and behavior incentives in the Community School program. Explore possible changes to site bell schedules and programming that might positively impact student attendance. Utilize attendance and truancy intervention data gathered from similar programs to inform practice.

2019-20

New Modified Unchanged

2.4 Provide student attendance and behavior incentives in the Community School program. Explore possible changes to site bell schedules and programming that might positively impact student attendance. Utilize attendance and truancy intervention data gathered from similar programs to inform practice.

BUDGETED EXPENDITURES

2017-18

Amount 5000
 Source R3025
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 5000
 Source R3025
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 5000
 Source R3025
 Budget Reference 4000-4999: Books And Supplies

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Community Schools Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.5 Contract with The Center for life skills curriculum to compliment the work of Career Ed Coordinator. Explore expansion of contract to include work with parents/families.

2018-19

New Modified Unchanged

2.5 Contract with The Center for life skills curriculum to compliment the work of Career Ed Coordinator. Explore expansion of contract to include work with parents/families.

2019-20

New Modified Unchanged

2.5 Contract with The Center for life skills curriculum to compliment the work of Career Ed Coordinator. Explore expansion of contract to include work with parents/families.

BUDGETED EXPENDITURES

2017-18

Amount	1000
Source	R0242
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	18750
Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	1000
Source	R0242
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	18750
Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	1000
Source	R0242
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	18750
Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

2.6 Provide mental health counseling services. Expand contract as necessary to increase hours of mental health counselors.

2018-19

- New Modified Unchanged

2.6 Provide mental health counseling services. Expand contract as necessary to increase hours of mental health counselors.

2019-20

- New Modified Unchanged

2.6 Provide mental health counseling services. Expand contract as necessary to increase hours of mental health counselors.

BUDGETED EXPENDITURES

2017-18

Amount	5000
Source	R0242
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	64900
Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	10000
Source	R6500

2018-19

Amount	5000
Source	R0242
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	64900
Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	10000
Source	R6500

2019-20

Amount	5000
Source	R0242
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	64900
Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	10000
Source	R6500

Budget Reference 5000-5999: Services And Other Operating Expenditures

Budget Reference 5000-5999: Services And Other Operating Expenditures

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.7 Contract with Restorative Resources for restorative dialogues and conferences Consider expansion of program to include restorative practice in the classroom.

2018-19

New Modified Unchanged

2.7 Contract with Restorative Resources for restorative dialogues and conferences Consider expansion of program to include restorative practice in the classroom.

2019-20

New Modified Unchanged

2.7 Contract with Restorative Resources for restorative dialogues and conferences Consider expansion of program to include restorative practice in the classroom.

BUDGETED EXPENDITURES

2017-18

Amount 2000
Source R0241

2018-19

Amount 2000
Source R0241

2019-20

Amount 2000
Source R0241

Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	18000	Amount	18000	Amount	18000
Source	R3025	Source	R3025	Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Teen parents

Location(s) All Schools Specific Schools: Amarosa Academy Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.8 Operate teen parent program, including onsite childcare, counseling and parenting education.

2018-19

New Modified Unchanged

2.8 Operate teen parent program, including onsite childcare, counseling and parenting education.

2019-20

New Modified Unchanged

2.8 Operate teen parent program, including onsite childcare, counseling and parenting education.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	8320	Amount	8320	Amount	8320
Source	R3025	Source	R3025	Source	R3025
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Budget Reference	Other costs reflected in Goal 1, Action 1	Budget Reference	Other costs reflected in Goal 1, Action 1	Budget Reference	Other costs reflected in Goal 1, Action 1

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Community Schools Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged

2.9 Provide bus passes for Community School students needing transportation assistance.

2.9 Provide bus passes for Community School students needing transportation assistance.

2.9 Provide bus passes for Community School students needing transportation assistance.

BUDGETED EXPENDITURES

2017-18

Amount 8025

Source R3025

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount 8025

Source R3025

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount 8025

Source R3025

Budget Reference 5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

In the 2014-15 school year the Community School suspension rate was 13.8%.
 In the 2015-16 school year the Community School suspension rate was 17%.
 In the 2016-17 school year the Community School suspension rate was 23%.

Expulsion is not applicable to our program.

In the 2014-15 school year 39.7% of students reported having high levels of school connectedness, as reported on the California Healthy Kids Survey (CHKS).
 In the 2015-16 school year 23% of students reported having high levels of school connectedness, as reported on the California Healthy Kids Survey (CHKS).
 In the 2016-17 school year 48% of students reported having high levels of school connectedness, as reported on the California Healthy Kids Survey (CHKS).

In the 2014-15 school year 43.1% of students reported having high levels of caring relationships with adults in school, as reported on the California Healthy Kids Survey (CHKS).
 In the 2015-16 school year 29% of students reported having high levels of caring relationships with adults in school, as reported on the California Healthy Kids Survey (CHKS).
 In the 2016-17 school year 60% of students reported having high levels of caring relationships with adults in school, as reported on the California Healthy Kids Survey (CHKS).

In the 2014-15 school year 48.3% of students reported having high levels of high expectations from adults at school, as reported on the California Healthy Kids Survey (CHKS).
 In the 2015-16 school year 33% of students reported having high levels of high expectations from adults at school, as reported on the California Healthy Kids Survey (CHKS).
 In the 2016-17 school year 67% of students reported having high levels of high expectations from adults at school, as reported on the California Healthy Kids Survey (CHKS).

In the 2014-15 school year 12.1% of students reported having high levels of meaningful participation in school, as reported on the California Healthy Kids Survey (CHKS).
 In the 2015-16 school year 13% of students reported having high levels of meaningful participation in school, as reported on the California Healthy Kids Survey (CHKS).
 In the 2016-17 school year 30% of students reported having high levels of meaningful participation in school, as reported on the California Healthy Kids Survey (CHKS).

In the 2014-15 school year 100% of facilities were reported in good repair, as reported on the FIT.
 In the 2015-16 school year 100% of facilities were reported in good repair, as reported on the FIT.
 In the 2016-17 school year 100% of facilities were reported in good repair, as reported on the FIT.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Suspension rate calculation.</p> <p>California Health Kids Survey (CHKS) Report.</p> <p>Facility Inspection Tool (FIT) report.</p>	<p>In the 2016-17 school year the Community School suspension rate was 23%.</p> <p>In the 2016-17 school year 48% of students reported having high levels of school connectedness, as reported on the California Healthy Kids Survey (CHKS).</p> <p>In the 2016-17 school year 60% of students reported having high levels of caring relationships with adults in school, as reported on the California Healthy Kids Survey (CHKS).</p> <p>In the 2016-17 school year 67% of students reported having high levels of high expectations from adults at school, as reported on the California Healthy Kids Survey (CHKS).</p> <p>In the 2016-17 school year 30% of students reported having high levels of meaningful participation in school, as reported on the California Healthy Kids Survey (CHKS).</p>	<p>Community School suspension rates will decrease 5% (over previous year).</p> <p>As measured by the California Healthy Kids (CHKS) and/or other surveys, student report of high levels of school connectedness will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of school caring relationships with adults will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of high expectations from adults at school will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of meaningful</p>	<p>Community School suspension rates will decrease 5% (over previous year).</p> <p>As measured by the California Healthy Kids (CHKS) and/or other surveys, student report of high levels of school connectedness will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of school caring relationships with adults will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of high expectations from adults at school will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of meaningful</p>	<p>Community School suspension rates will decrease 5% (over previous year).</p> <p>As measured by the California Healthy Kids (CHKS) and/or other surveys, student report of high levels of school connectedness will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of school caring relationships with adults will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of high expectations from adults at school will increase 10% (over previous year).</p> <p>As measured by CHKS and/or other surveys, student report of high levels of meaningful</p>

Expulsion is not applicable to our program.	In the 2015-16 school year 100% of facilities were reported in good repair, as reported on the FIT.	participation in school will increase 10% (over previous year). Continue to maintain facilities in good repair, as measured by the FIT.	participation in school will increase 10% (over previous year). Continue to maintain facilities in good repair, as measured by the FIT.	participation in school will increase 10% (over previous year). Continue to maintain facilities in good repair, as measured by the FIT.
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

3.1 Create intentional collaboration with community partners by continuing existing contracts with community based organizations and agencies. Consider expansion of contracts to include community service graduation requirement.

3.1 Create intentional collaboration with community partners by continuing existing contracts with community based organizations and agencies. Consider expansion of contracts to include community service graduation requirement.

3.1 Create intentional collaboration with community partners by continuing existing contracts with community based organizations and agencies. Consider expansion of contracts to include community service graduation requirement.

BUDGETED EXPENDITURES

2017-18

Amount 55000

Source R3025

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount 5000

Source R0241

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount 55000

Source R3025

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount 5000

Source R0241

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount 55000

Source R3025

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount 5000

Source R0241

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

- New
 Modified
 Unchanged

3.2 Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students.

2018-19

- New
 Modified
 Unchanged

3.2 Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students.

2019-20

- New
 Modified
 Unchanged

3.2 Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

- All
 Students with Disabilities
 [Specific Student Group(s)]

[Location\(s\)](#)

- All Schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

- English Learners
 Foster Youth
 Low Income

[Scope of Services](#)

- LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.3 Provide academic counseling focused on a case management system. Improve system for tracking return-to-district statistics/outcomes.

2018-19

New Modified Unchanged

3.3 Provide academic counseling focused on a case management system. Improve system for tracking return-to-district statistics/outcomes.

2019-20

New Modified Unchanged

3.3 Provide academic counseling focused on a case management system. Improve system for tracking return-to-district statistics/outcomes.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.4 Provide culturally appropriate structure and support that include provision of bilingual services. Explore expansion of agency contracts to include work with parents/families.

2018-19

New Modified Unchanged

3.4 Provide culturally appropriate structure and support that include provision of bilingual services. Explore expansion of agency contracts to include work with parents/families.

2019-20

New Modified Unchanged

3.4 Provide culturally appropriate structure and support that include provision of bilingual services. Explore expansion of agency contracts to include work with parents/families.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.5 Provide mental health counseling services to students and families through ongoing agency contracts.

2018-19

New Modified Unchanged

3.5 Provide mental health counseling services to students and families through ongoing agency contracts.

2019-20

New Modified Unchanged

3.5 Provide mental health counseling services to students and families through ongoing agency contracts.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 2, Action 6

2018-19

Budget Reference

Cost reflected in Goal 2, Action 6

2019-20

Budget Reference

Cost reflected in Goal 2, Action 6

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Community Schools Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.6 Provide safe school facilities by continuing to maintain school facilities in good repair.

2018-19

New Modified Unchanged

3.6 Provide safe school facilities by continuing to maintain school facilities in good repair.

2019-20

New Modified Unchanged

3.6 Provide safe school facilities by continuing to maintain school facilities in good repair.

BUDGETED EXPENDITURES

2017-18

Amount	52515
Source	R0242
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	18595
Source	R8150
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	52515
Source	R0242
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	18595
Source	R8150
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	52515
Source	R0242
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	18595
Source	R8150
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.7 Utilize restorative justice principles through contract with Restorative Resources. Explore expansion of program to include restorative practice in the classroom.

2018-19

New Modified Unchanged

3.7 Utilize restorative justice principles through contract with Restorative Resources. Explore expansion of program to include restorative practice in the classroom.

2019-20

New Modified Unchanged

3.7 Utilize restorative justice principles through contract with Restorative Resources. Explore expansion of program to include restorative practice in the classroom.

BUDGETED EXPENDITURES

2017-18

Budget Reference	Cost reflected in Goal 2, Action 7
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2018-19

Budget Reference	Cost reflected in Goal 2, Action 7
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2019-20

Budget Reference	Cost reflected in Goal 2, Action 7
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 4

Goal 4: Students will receive focused ELD instruction aligned to their proficiency levels

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

In 2013-14 school year 49% of Community School students met CELDT criterion and 73% of Court School students met CELDT criterion.
 In 2014-15 school year 59% of Community School students met CELDT criterion and 69% of Court School students met CELDT criterion.
 In 2015-16 school year 52% of Community School students met CELDT criterion and 51% of Court School students met CELDT criterion.

In the 2014-15 school year 4 ELD students were identified as meeting reclassification criteria.
 In the 2015-16 school year 13 ELD students (33% of all tested) were identified as meeting reclassification criteria.
 In the 2016-17 school year 13 ELD students (39% of all tested) were identified as meeting reclassification criteria.

In the 2014-15 school year 100% of ELD teachers implemented the new ELD standards. Professional development and baseline for implementation by classroom teachers needs to be developed.
 In the 2015-16 school year 100% of ELD teachers implemented ELD standards and participated in professional development. Baseline for implementation by classroom teachers needs to be developed.
 In the 2016-17 school year 100% of ELD teachers implemented ELD standards and participated in professional development. Baseline for implementation by classroom teachers needs to be developed.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Score Report.				

<p>Reclassification rate calculation.</p> <p>Implementation metric being developed.</p>	<p>In 2015-16 school year 52% of Community School students met CELDT criterion and 51% of Court School students met CELDT criterion.</p> <p>In the 2016-17 school year 13 ELD students (39% of all tested) were identified as meeting reclassification criteria.</p> <p>In the 2016-17 school year 100% of ELD teachers implemented ELD standards and participated in professional development. Baseline and metric for implementation by classroom teachers needs to be developed.</p>	<p>There will be a 10% increase (over prior year) in students meeting CELDT criterion, as measured by CELDT.</p> <p>There will be a 10% increase (over prior year) of ELD students meeting reclassification criteria for the purposes of gaining academic content knowledge and English language proficiency.</p> <p>75% of classroom teachers will implement the new ELD standards.</p>	<p>There will be a 10% increase (over prior year) in students meeting CELDT criterion, as measured by CELDT.</p> <p>There will be a 10% increase (over prior year) of ELD students meeting reclassification criteria for the purposes of gaining academic content knowledge and English language proficiency.</p> <p>85% of classroom teachers will implement the new ELD standards.</p>	<p>There will be a 10% increase (over prior year) in students meeting CELDT criterion, as measured by CELDT.</p> <p>There will be a 10% increase (over prior year) of ELD students meeting reclassification criteria for the purposes of gaining academic content knowledge and English language proficiency.</p> <p>95% of classroom teachers will implement the new ELD standards.</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] English Learners

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.1 Purchase ELD CCSS aligned instructional and support materials, as needed.

2018-19

New Modified Unchanged

4.1 Purchase ELD CCSS aligned instructional and support materials, as needed.

2019-20

New Modified Unchanged

4.1 Purchase ELD CCSS aligned instructional and support materials, as needed.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 7

2018-19

Budget Reference

Cost reflected in Goal 1, Action 7

2019-20

Budget Reference

Cost reflected in Goal 1, Action 7

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.2 Provide a system for monitoring and reclassification of English Learner students.

2018-19

New Modified Unchanged

4.2 Provide a system for monitoring and reclassification of English Learner students.

2019-20

New Modified Unchanged

4.2 Provide a system for monitoring and reclassification of English Learner students.

BUDGETED EXPENDITURES

2017-18

Budget Reference Cost reflected in Goal 1, Action 1

2018-19

Budget Reference Cost reflected in Goal 1, Action 1

2019-20

Budget Reference Cost reflected in Goal 1, Action 1

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.3 Provide comprehensive ELD services.

2018-19

New Modified Unchanged

4.3 Provide comprehensive ELD services.

2019-20

New Modified Unchanged

4.3 Provide comprehensive ELD services.

BUDGETED EXPENDITURES

2017-18

Budget Reference	Cost reflected in Goal 1, Action 1
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2018-19

Budget Reference	Cost reflected in Goal 1, Action 1
------------------	------------------------------------

2019-20

Budget Reference	Cost reflected in Goal 1, Action 1
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Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.4 Provide support for administration of the CELDT. Provide access to related professional development.

2018-19

New Modified Unchanged

4.4 Provide support for administration of the CELDT. Provide access to related professional development.

2019-20

New Modified Unchanged

4.4 Provide support for administration of the CELDT. Provide access to related professional development.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1 and Goal 1, Action 4

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1 and Goal 1, Action 4

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1 and Goal 1, Action 4

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.5 Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training.

2018-19

New Modified Unchanged

4.5 Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training.

2019-20

New Modified Unchanged

4.5 Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1 and Goal 1, Action 4

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1 and Goal 1, Action 4

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1 and Goal 1, Action 4

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 5

Goal 5: Employ a wide range of strategies to encourage parent involvement for all students. (including English Learners, low income, foster youth and students with disabilities).

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

In the 2014-15 school year, 94% of parents (53 respondents) reported seeing themselves as a partner in their child's education.
 In the 2015-16 school year, 92% of parents (46 respondents) reported seeing themselves as a partner in their child's education.
 In the 2016-17 school year, 83% of parents (38 respondents) reported seeing themselves as a partner in their child's education.

In the 2014-15 school year 58.2% of Community School parents (71 of 122) attended the Spring 2015 Individual Learning Plan (ILP) conference with their child's teacher, as measured by sign-in sheets and teacher report.
 In the 2015-16 school year 43.4% of Community School parents (72 of 166) attended the Spring 2016 Individual Learning Plan (ILP) conference with their child's teacher, as measured by sign-in sheets and teacher report.
 In the 2016-17 school year 59% of Community School parents (52 of 88) attended the Spring 2016 Individual Learning Plan (ILP) conference with their child's teacher, as measured by sign-in sheets and teacher report.

In the 2014-15 school year 61.5% of Probation Camp parents attended the Spring 2015 Individual Learning Plan (ILP) conference with their child's teacher, as measured by sign-in sheets and teacher report.
 In the 2015-16 school year 42.8% of Probation Camp parents attended the Spring 2016 Individual Learning Plan (ILP) conference with their child's teacher, as measured by sign-in sheets and teacher report.
 In the 2016-17 school year 100% of Probation Camp parents attended the Spring 2016 Individual Learning Plan (ILP) conference with their child's teacher, as measured by sign-in sheets and teacher report.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Parent Survey results.</p> <p>Sign in sheets and teacher report.</p> <p>Sign in sheets and teacher report.</p> <p>Efforts to seek parent input: WASC/LCAP surveys, ELAC/DELAC participation.</p>	<p>In the 2016-17 school year, 83% of parents (38 respondents) reported seeing themselves as a partner in their child’s education.</p> <p>In the 2016-17 school year 59% of Community School parents (52 of 88) attended the Spring 2016 Individual Learning Plan (ILP) conference with their child’s teacher, as measured by sign-in sheets and teacher report.</p> <p>In the 2016-17 school year 100% of Probation Camp parents attended the Spring 2016 Individual Learning Plan (ILP) conference with their child’s teacher, as measured by sign-in sheets and teacher report.</p> <p>In the 2016-17 school year 43% of Community School parents completed a survey soliciting parent input. We have had limited success in recruiting a parent representatives to the ELAC/DELAC.</p>	<p>There will be a 2% increase (over prior year) of parents reporting that they see themselves as a partner in their child’s educational experience, as measured by parent survey.</p> <p>There will be a 10% increase (over prior year) of parents attending the Community School Spring ILP conference, as measured through sign-in sheets and teacher report.</p> <p>Probation Camp Spring ILP conference attendance rates will be monitored (as measured through sign-in sheets and teacher report) to insure that the majority of parents attend.</p> <p>There will be a 10% increase (over prior year) of parents providing input via the parent survey. There will be at least one parent representative on the ELAC/DELAC.</p>	<p>There will be a 2% increase (over prior year) of parents reporting that they see themselves as a partner in their child’s educational experience, as measured by parent survey.</p> <p>There will be a 10% increase (over prior year) of parents attending the Community School Spring ILP conference, as measured through sign-in sheets and teacher report.</p> <p>Probation Camp Spring ILP conference attendance rates will be monitored (as measured through sign-in sheets and teacher report) to insure that the majority of parents attend.</p> <p>There will be a 10% increase (over prior year) of parents providing input via the parent survey. There will be at least one additional parent representative on the ELAC/DELAC.</p>	<p>There will be a 2% increase (over prior year) of parents reporting that they see themselves as a partner in their child’s educational experience, as measured by parent survey.</p> <p>There will be a 10% increase (over prior year) of parents attending the Community School Spring ILP conference, as measured through sign-in sheets and teacher report.</p> <p>Probation Camp Spring ILP conference attendance rates will be monitored (as measured through sign-in sheets and teacher report) to insure that the majority of parents attend.</p> <p>There will be a 10% increase (over prior year) of parents providing input via the parent survey. There will be at least one additional parent representative on the ELAC/DELAC.</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

5.1 Provide support staff for truancy intervention, including bilingual parent outreach. Work with agencies to offer parent support groups (i.e., Padres Unidos). Measure family involvement in outside programming (i.e., ACT, PRIDE, VISTA, wrap-around services), through parent survey and/or agency report.

2018-19

New Modified Unchanged

5.1 Provide support staff for truancy intervention, including bilingual parent outreach. Work with agencies to offer parent support groups (i.e., Padres Unidos). Measure family involvement in outside programming (i.e., ACT, PRIDE, VISTA, wrap-around services), through parent survey and/or agency report.

2019-20

New Modified Unchanged

5.1 Provide support staff for truancy intervention, including bilingual parent outreach. Work with agencies to offer parent support groups (i.e., Padres Unidos). Measure family involvement in outside programming (i.e., ACT, PRIDE, VISTA, wrap-around services), through parent survey and/or agency report.

BUDGETED EXPENDITURES

2017-18

Budget Reference Goal 1 Action 1, Goal 2 Action 5

2018-19

Budget Reference Goal 1 Action 1, Goal 2, Action 5

2019-20

Budget Reference Goal 1 Action 1, Goal 2, Action 5

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

5.2 Provide bilingual staff to translate all materials and school communications.

2018-19

New Modified Unchanged

5.2 Provide bilingual staff to translate all materials and school communications.

2019-20

New Modified Unchanged

5.2 Provide bilingual staff to translate all materials and school communications.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

5.3 Provide translation services for parent meetings.

2018-19

New Modified Unchanged

5.3 Provide translation services for parent meetings.

2019-20

New Modified Unchanged

5.3 Provide translation services for parent meetings.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost reflected in Goal 1, Action 1

2018-19

Budget Reference

Cost reflected in Goal 1, Action 1

2019-20

Budget Reference

Cost reflected in Goal 1, Action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 6

Goal 6: Maintain countywide collaborative process for monitoring and updating/revising the plan to address educational services for expelled youth. Continue to provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

In the 2014-15 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.

In the 2015-16 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.

In the 2016-17 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Referral and enrollment data. Alternative Education Directors meeting agendas. Updated 922 Plan.	In the 2016-17 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.	Educational services will be offered/provided to 100% of expelled students, as evidenced by 922 Plan review and update.	Educational services will be offered/provided to 100% of expelled students, as evidenced by 922 Plan review and implementation.	Educational services will be offered/provided to 100% of expelled students, as evidenced by 922 Plan review and implementation.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] Expelled youth
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

6.1 Update county-wide 922 Plan.

2018-19

New Modified Unchanged

6.1 Monitor implementation of county-wide 922 Plan.

2019-20

New Modified Unchanged

6.1 Monitor implementation of county-wide 922 Plan.

BUDGETED EXPENDITURES

2017-18

Budget Reference	Cost Reflected in Goal 1, Action 1
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2018-19

Budget Reference	No budgeted expenditures
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2019-20

Budget Reference	No budgeted expenditures
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 7

Goal 7: The FYS Coordinator will continue to work with a variety of agencies to insure that appropriate services are provided to foster youth and that school, district and Human Services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
COE	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL								

Identified Need

There continues to be a need for tracking and gathering of accurate student school data to further the ability of the COE to track graduation outcomes for foster youth.

- In the 2013-14 school year there were 18 foster youth identified as eligible to complete a high school program. Of these 18 foster youth, 39% completed a high school program by September 1, 2014.
- In the 2014-15 school year there were 34 foster youth identified as eligible to complete a high school program. By September 2015, 24 of those students had graduated, a graduation rate of 71%. This is a significant increase when compared to the 2013-14 graduation rate of 39%.
- In the 2015-16 school year there were 42 foster youth identified as eligible to complete a high school program. By May 2017, 32 of those students had graduated, a graduation rate of 76%. This exceeds the 2014-15 graduation rate by 5%.

Records for foster youth are transferred within 48 hours. In the 2015-16 school year, records were transferred within 48 hours 98% of the time. In the 2016-17 school year, records were transferred within 48 hours 98% of the time.

Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services.

Respond to need for ongoing education and technical support to County Human Services Department social workers in order to insure the delivery of educational services to foster youth and minimize school transitions.

*Data is based upon a Foster Focus data and records from the youth served by the Sonoma County Office of Education Special Education Department.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Graduation rate calculation.</p> <p>Records transfer data.</p> <ul style="list-style-type: none"> Number of AB490 trainings provided Student education and planning meetings attended Multi-agency collaborative meetings attended Technical assistance provided to Human Services staff 	<p>In the 2015-16 school year there were 42 foster youth identified as eligible to complete a high school program. By May 2017, 32 of those students had graduated, a graduation rate of 76%. This exceeds the 2014-15 graduation rate by 5%.</p> <p>In the 2016-17 school year, records were transferred within 48 hours 98% of the time.</p> <p>Between August, 2016 and May, 2017, the FYSCP Coordinator engaged in 113 education support activities/meetings for individual students, participated in 67 multi-agency meetings, and provided over 25 technical assistance training sessions.</p>	<p>Collected data on FY students will show a 1% increase in graduation rates.</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request.</p> <p>Data related to meetings, trainings and technical assistance provided will indicate level of response to need for ongoing education and technical support to County Human Services Department social workers in order to insure the delivery of educational services to foster youth and minimize school transitions.</p>	<p>Collected data on FY students will show a 1% increase in graduation rates.</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request.</p> <p>Data related to meetings, trainings and technical assistance provided will indicate level of response to need for ongoing education and technical support to County Human Services Department social workers in order to insure the delivery of educational services to foster youth and minimize school transitions.</p>	<p>Collected data on FY students will show a 1% increase in graduation rates.</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request.</p> <p>Data related to meetings, trainings and technical assistance provided will indicate level of response to need for ongoing education and technical support to County Human Services Department social workers in order to insure the delivery of educational services to foster youth and minimize school transitions.</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Foster Youth

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

7.1 The FYS Coordinator, tutoring services, school supplies and professional development materials are currently funded through the state-wide FYS grant. The California Department of Education is expected to release a RFA (Request for Funding Applications) in fall of 2016. It is possible that COEs will be able to apply for FYS funding for the 3-year grant cycle 2017 – 2020.

The Foster Youth Services Coordinator will work with Human Services to:

- Minimize changes in school placement
- Support provide educational status and progress of FY to child welfare agencies
- Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services
- Establish a mechanism for efficient and quick transfer of

2018-19

New Modified Unchanged

7.1 If funded, continue to provide FYS Coordinator services, tutoring services, school supplies and professional development materials.

The Foster Youth Services Coordinator will work with Human Services to:

- Minimize changes in school placement
- Support provide educational status and progress of FY to child welfare agencies
- Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services
- Establish a mechanism for efficient and quick transfer of health and education records to schools
- Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court

2019-20

New Modified Unchanged

7.1 If funded, continue to provide FYS Coordinator services, tutoring services, school supplies and professional development materials

The Foster Youth Services Coordinator will work with Human Services to:

- Minimize changes in school placement
- Support provide educational status and progress of FY to child welfare agencies
- Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services
- Establish a mechanism for efficient and quick transfer of health and education records to schools
- Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court

health and education records to schools

- **Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court**
- **Support adherence to AB 490, and immediate enrollment** of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services

- Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services

- Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services

BUDGETED EXPENDITURES

2017-18

Budget Reference	Cost reflected in Goal 1 Action 1
Amount	12700
Source	R7366
Budget Reference	4000-4999: Books And Supplies
Amount	51500
Source	R7366
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Budget Reference	Cost reflected in Goal 1 Action 1
Amount	12700
Source	R7366
Budget Reference	4000-4999: Books And Supplies
Amount	51500
Source	R7366
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Budget Reference	Cost reflected in Goal 1 Action 1
Amount	12700
Source	R7366
Budget Reference	4000-4999: Books And Supplies
Amount	51500
Source	R7366
Budget Reference	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$658,507.00

Percentage to Increase or Improve Services: 6.47%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Using the calculation provided by the state, the Sonoma County Office of Education (SCOE) has calculated that it will receive \$ 658,507 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). These funds will be principally directed to provide targeted support and increased services to our unduplicated students, including the salary of an EL Intensive Intervention Teacher. The needs of our low income and foster youth students who are not EL will be met through through a variety of intervention programs, including increased mental health and academic counseling services, behavior specialist support, increased academic tutoring services, increased and expanded restorative practice services, intensive instruction teachers, teacher professional development related to Adverse Childhood Experiences and purchase of additional technology for student use.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	3,157,021.00	2,861,757.00	2,955,013.00	3,065,656.00	3,131,850.00	9,152,519.00
Lottery	0.00	607.00	0.00	50,000.00	50,000.00	100,000.00
Other	0.00	9,095.00	0.00	0.00	0.00	0.00
R0094	55,775.00	56,268.00	57,457.00	58,836.00	60,325.00	176,618.00
R0241	1,199,568.00	985,279.00	994,330.00	1,027,820.00	1,052,831.00	3,074,981.00
R0242	1,071,508.00	948,398.00	895,116.00	903,930.00	925,319.00	2,724,365.00
R3025	261,458.00	260,978.00	408,254.00	413,140.00	418,413.00	1,239,807.00
R3310	47,133.00	43,196.00	44,611.00	45,682.00	46,837.00	137,130.00
R4035	0.00	1,282.00	0.00	0.00	0.00	0.00
R6500	316,684.00	342,443.00	304,053.00	311,110.00	318,728.00	933,891.00
R6680	64,111.00	46,661.00	72,450.00	74,189.00	76,066.00	222,705.00
R6690	14,620.00	9,634.00	0.00	0.00	0.00	0.00
R7366	107,658.00	127,153.00	160,147.00	162,354.00	164,736.00	487,237.00
R8150	18,506.00	18,067.00	18,595.00	18,595.00	18,595.00	55,785.00
Title III	0.00	12,696.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	3,157,021.00	2,861,757.00	2,955,013.00	3,065,656.00	3,131,850.00	9,152,519.00
	25,000.00	0.00	0.00	0.00	0.00	0.00
1000-3999: Salary and Benefits	2,743,448.00	2,575,375.00	2,555,036.00	2,616,356.00	802,218.00	5,973,610.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	1,880,332.00	1,880,332.00
4000-4999: Books And Supplies	71,211.00	8,868.00	38,700.00	87,700.00	87,700.00	214,100.00
5000-5999: Services And Other Operating Expenditures	317,362.00	277,514.00	361,277.00	361,600.00	361,600.00	1,084,477.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,157,021.00	2,861,757.00	2,955,013.00	3,065,656.00	3,131,850.00	9,152,519.00
	R3025	25,000.00	0.00	0.00	0.00	0.00	0.00
1000-3999: Salary and Benefits	R0094	55,775.00	56,268.00	57,457.00	58,836.00	60,325.00	176,618.00
1000-3999: Salary and Benefits	R0241	1,076,095.00	947,758.00	965,350.00	988,517.00	0.00	1,953,867.00
1000-3999: Salary and Benefits	R0242	925,573.00	872,541.00	825,601.00	845,415.00	0.00	1,671,016.00
1000-3999: Salary and Benefits	R3025	167,258.00	149,477.00	203,567.00	208,453.00	213,726.00	625,746.00
1000-3999: Salary and Benefits	R3310	47,133.00	43,196.00	44,611.00	45,682.00	46,837.00	137,130.00
1000-3999: Salary and Benefits	R6500	306,684.00	317,191.00	294,053.00	301,110.00	308,728.00	903,891.00
1000-3999: Salary and Benefits	R6680	64,111.00	46,661.00	72,450.00	74,189.00	76,066.00	222,705.00
1000-3999: Salary and Benefits	R6690	14,620.00	9,634.00	0.00	0.00	0.00	0.00
1000-3999: Salary and Benefits	R7366	86,199.00	119,953.00	91,947.00	94,154.00	96,536.00	282,637.00
1000-3999: Salary and Benefits	Title III	0.00	12,696.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	R0241	0.00	0.00	0.00	0.00	1,013,528.00	1,013,528.00
3000-3999: Employee Benefits	R0242	0.00	0.00	0.00	0.00	866,804.00	866,804.00
4000-4999: Books And Supplies	Lottery	0.00	607.00	0.00	50,000.00	50,000.00	100,000.00
4000-4999: Books And Supplies	R0241	32,202.00	0.00	10,000.00	20,000.00	20,000.00	50,000.00
4000-4999: Books And Supplies	R0242	23,430.00	942.00	11,000.00	0.00	0.00	11,000.00
4000-4999: Books And Supplies	R3025	14,000.00	6,469.00	5,000.00	5,000.00	5,000.00	15,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	R7366	1,579.00	850.00	12,700.00	12,700.00	12,700.00	38,100.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	9,095.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	R0241	91,271.00	37,521.00	18,980.00	19,303.00	19,303.00	57,586.00
5000-5999: Services And Other Operating Expenditures	R0242	122,505.00	74,915.00	58,515.00	58,515.00	58,515.00	175,545.00
5000-5999: Services And Other Operating Expenditures	R3025	55,200.00	105,032.00	199,687.00	199,687.00	199,687.00	599,061.00
5000-5999: Services And Other Operating Expenditures	R4035	0.00	1,282.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	R6500	10,000.00	25,252.00	10,000.00	10,000.00	10,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	R7366	19,880.00	6,350.00	55,500.00	55,500.00	55,500.00	166,500.00
5000-5999: Services And Other Operating Expenditures	R8150	18,506.00	18,067.00	18,595.00	18,595.00	18,595.00	55,785.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	2,592,016.00	2,702,659.00	2,768,853.00	8,063,528.00
Goal 2	167,687.00	167,687.00	167,687.00	503,061.00
Goal 3	131,110.00	131,110.00	131,110.00	393,330.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	64,200.00	64,200.00	64,200.00	192,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Sonoma County Office of Education

2017-2018 LCAP OVERVIEW

Local Control Funding Formula (LCFF)



8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2017-18 Total LCFF Funding



\$658,507.00

\$1,542,854.00

Base S & C

OVERVIEW



Communities Served:



152 Students



2 Schools



28 Full- and Part-time Staff

Student Ethnicity

African American	6%
Asian	.67%
Filipino	%
Hispanic/Latino	64.67%
White	20.67%
Multiracial	1.33%

Student Groups

28.9%	55.2%	%
English Learners	Low Income	Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

2017-18 LCAP AT-A-GLANCE



7 LCAP Goals



35 LCAP Actions & Services



33 LCAP Measures



2,954,013 LCAP Budget

LCAP Goals

- 1 Goal 1: Students will achieve Common Core grade level standards
- 2 Goal 2: Students will attend school because they feel engaged and connected to their learning
- 3 Goal 3: Students need to feel safe and secure with themselves and the school environment in order to be successful in school
- 4 Goal 4: Students will receive focused ELD instruction aligned to their proficiency levels
- 5 Goal 5: Employ a wide range of strategies to encourage parent involvement for all students. (including English Learners, low income, foster youth and students with disabilities).
- 6 Goal 6: Maintain countywide collaborative process for monitoring and updating/revising the plan to address educational services for expelled youth. Continue to provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed

NEW 2017-18 BUDGET ONE PAGERS



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:
 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

program

7

Goal 7: The FYS Coordinator will continue to work with a variety of agencies to insure that appropriate services are provided to foster youth and that school, district and Human Services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth.

Funding for LCAP Goals

Goal 1 is supported by \$2,591,016.00 in total funding

Goal 2 is supported by \$167,687.00 in total funding

Goal 3 is supported by \$131,110.00 in total funding

Goal 7 is supported by \$64,200.00 in total funding

Supplementary & Concentration Funding by LCAP Goal

Goal 1 \$658,507.00

What is in Sonoma County Office of Education’s LCAP?

MAJOR CHANGES FOR 2017-2018 LCAP

**LCAP Goal 1:
 Goal 1: Students will achieve Common Core grade level standards**



Goal 1 Budget = \$2,591,016.00

Related State Priorities:

- Basic Services
- Parent Involvement
- Course Access

1.1 Provide highly qualified teachers, clerical, administrative and support staff

All Schools

1.2 Make instructional coach support available to teachers.

All Schools

1.3 Provide English and math intensive intervention teachers, instructional support materials and academic tutoring.

All Schools

1.4 Provide professional development to strengthen instructional practice including:

All Schools

SCOE professional development opportunities

Department Learning Community meetings

Provide additional training related to Adverse Childhood Experiences (ACEs) and working with trauma impacted students.

1.5 Provide Resource Specialist teachers and assistant, School Psychologist, Speech-Language Therapist and School Nurse services.	<input checked="" type="checkbox"/> All Schools
1.6 Provide for teacher release time to collaborate in CCSS instruction, as needed.	<input checked="" type="checkbox"/> All Schools
1.7 Select and purchase CCSS aligned textbooks and/or materials, as needed.	<input checked="" type="checkbox"/> All Schools
1.8 Continue purchase of computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology and provide for technology maintenance and support.	<input checked="" type="checkbox"/> All Schools
1.9 Provide teacher time via Learning Community meetings for reviewing and revising assessment, including development of thematic units..	<input checked="" type="checkbox"/> All Schools

LCAP Goal 2:
Goal 2: Students will attend school because they feel engaged and connected to their learning



Goal 2 Budget = \$167,687.00

Related State Priorities:


- Student Achievement
- School Climate
- Course Access

2.1 Make Behavior Specialist services available and continue to provide students with incentives for positive behavior.	<input checked="" type="checkbox"/> All Schools
2.2 Provide Career Education Coordinator position and related enrichment activity opportunities, including expansion of school-wide/program-wide events.	<input checked="" type="checkbox"/> All Schools
2.3 Provide personnel and materials for Career Technical Education. Continue expanded CTE course offerings to possibly include extension of the school day and include parent commitment form as part of course enrollment.	<input checked="" type="checkbox"/> All Schools
2.4 Provide student attendance and behavior incentives in the Community School program. Explore possible changes to site bell schedules and programming that might positively impact student attendance. Utilize attendance and truancy intervention data gathered from similar programs to inform practice.	<input checked="" type="checkbox"/> All Schools
2.5 Contract with The Center for life skills curriculum to compliment the work of	<input checked="" type="checkbox"/> All Schools

Career Ed Coordinator. Explore expansion of contract to include work with parents/families.	
2.6 Provide mental health counseling services. Expand contract as necessary to increase hours of mental health counselors.	<input checked="" type="checkbox"/> All Schools
2.7 Contract with Restorative Resources for restorative dialogues and conferences. Consider expansion of program to include restorative practice in the classroom.	
2.8 Operate teen parent program, including onsite childcare, counseling and parenting education.	Specific Schools: Amarosa Academy
2.9 Provide bus passes for Community School students needing transportation assistance.	<input checked="" type="checkbox"/> All Schools

LCAP Goal 3:


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

 **Goal 3 Budget = \$131,110.00** **Related State Priorities:**
 Student Engagement

3.1 Create intentional collaboration with community partners by continuing existing contracts with community based organizations and agencies. Consider expansion of contracts to include community service graduation requirement.	<input checked="" type="checkbox"/> All Schools
3.2 Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students.	<input checked="" type="checkbox"/> All Schools
3.3 Provide academic counseling focused on a case management system. Improve system for tracking return- to-district statistics/outcomes.	<input checked="" type="checkbox"/> All Schools
3.4 Provide culturally appropriate structure and support that include provision of bilingual services. Explore expansion of agency contracts to include work with parents/families.	<input checked="" type="checkbox"/> All Schools
3.5 Provide mental health counseling services to students and families through ongoing agency contracts.	<input checked="" type="checkbox"/> All Schools


3.6 Provide safe school facilities by continuing to maintain school facilities in good repair	
3.7 Utilize restorative justice principles through contract with Restorative Resources. Explore expansion of program to include restorative practice in the classroom.	

LCAP Goal 4:
Goal 4: Students will receive focused ELD instruction aligned to their proficiency levels

 **Goal 4 Budget = \$** **Related State Priorities:**
 Basic Services
 Parent Involvement

4.1 Purchase ELD CCSS aligned instructional and support materials, as needed.	<input checked="" type="checkbox"/> All Schools
4.2 Provide a system for monitoring and reclassification of English Learner students.	<input checked="" type="checkbox"/> All Schools
4.3 Provide comprehensive ELD services.	<input checked="" type="checkbox"/> All Schools
4.4 Provide support for administration of the CELDT. Provide access to related professional development.	
4.5 Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training.	<input checked="" type="checkbox"/> All Schools

LCAP Goal 5:
Goal 5: Employ a wide range of strategies to encourage parent involvement for all students. (including English Learners, low income, foster youth and students with disabilities).

 **Goal 5 Budget = \$0.00** **Related State Priorities:**
 Academic Standards

5.1 Provide support staff for truancy intervention, including bilingual parent outreach. Work with agencies to offer parent support groups (i.e., Padres Unidos). Measure family involvement in outside programming (i.e., ACT, PRIDE, VISTA, wrap-around services), through parent survey and/or agency report.	<input checked="" type="checkbox"/> All Schools
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5.2 Provide bilingual staff to translate all materials and school communications.	<input checked="" type="checkbox"/> All Schools
5.3 Provide translation services for parent meetings.	<input checked="" type="checkbox"/> All Schools

LCAP Goal 6:

Goal 6: Maintain countywide collaborative process for monitoring and updating/revising the plan to address educational services for expelled youth. Continue to provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program

6.1 Update county-wide 922 Plan.	
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LCAP Goal 7:

Goal 7: The FYS Coordinator will continue to work with a variety of agencies to insure that appropriate services are provided to foster youth and that school, district and Human Services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth.

 **Goal 7 Budget = \$64,200.00** **Related State Priorities:**

<p>7.1 The FYS Coordinator, tutoring services, school supplies and professional development materials are currently funded through the state-wide FYS grant. The California Department of Education is expected to release a RFA (Request for Funding Applications) in fall of 2016. It is possible that COEs will be able to apply for FYS funding for the 3-year grant cycle 2017 – 2020.</p> <p>The Foster Youth Services Coordinator will work with Human Services to:</p> <ul style="list-style-type: none"> • Minimize changes in school placement • Support provide educational status and progress of FY to child welfare agencies • Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services • Establish a mechanism for efficient and quick transfer of health and education records to schools • Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court • Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services 	
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LCAP MEASURES



We want to maintain:



We want to increase:



We want to decrease:

STAKEHOLDER ENGAGEMENT

District LCAP (DLCAP) Parent Committee

Stakeholder meetings:

- February 16, 2017 for consultation with bargaining units (certificated and classified staff)
- February 9, 2017 Foster Youth Services Coordination Program Advisory Council
- April 17, 2017 for parents/ELAC and students
- April 17, 2017 for school district partners, community partners, parents, students and COE Board members

At each stakeholder meeting, there was a review/explanation of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). Handouts were provided of the 2015-16/2016-17 LCAP Infographic and Review of Progress on Measurable Outcomes. Updated program information and status on required metrics was shared and discussed and participants were asked for feedback. The same data was also shared with students and they had the opportunity to share input and feedback related to program improvement.

Parents and students were also surveyed during the LCAP annual update process.



View measures & most up-to-date data on our LCAP Dashboard:

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

K	A-G- A-G Course Requirements for College Entrance	DDI - Data Driven Instruction	PI - Program Improvement
E	AP- Advanced Placement	EAP- Early Assessment Program	PSAT - Preliminary Scholastic Assessment Test
Y	API- Academic Performance Index	ELA - English Language Arts	PTA - Parent Teacher Association
A	BEST- Building Effective Schools Together	EL or ELL - English Language Learner	S3 - Safe, Supportive Schools Program
C	CAASPP- California Assessment of Student Performance and Progress	FTE- Full-Time Equivalent	S&C - Supplementary & Concentration Funds
R	CBO- Community Based Organization	FY - Foster Youth	SARC - School Accountability Report Card
O	CCSS – Common Core State Standards	IEP- Individualized Education Program	SAT - Scholastic Assessment Test
N	CDE- California Department of Education	K- Kindergarten	SBAC - Smarter Balanced Assessment Consortium
Y	CELDT - CA English Language Development Test	LCAP- Local Control Accountability Plan	SRO - School Resource Officer
M	CHKS - CA Healthy Kids Survey	LCFF - Local Control Funding Formula	SST- Student Study Team
S	CSO- Campus Safety Officer	LEP- Limited English Proficient	STEM – Science, Technology, Engineering, Math
	CSU- California State University	LI - Low Income	TK -Transitional Kindergarten
	CTE- Career Technical Education	NGSS- Next Generation Science Standards	UC - University of California
		PO- Professional Development	
		PFT - Physical Fitness Test	