

Introduction:LEA: Sonoma COEContact:: Georgia Ioakimedes, Director gioakimedes@scoe.org (707) 524---2884

LCAP Year: 2014---15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107---110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court--appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Revisions to the annual update and the 3-year plan were completed following the stakeholder engagement process. Stakeholder meetings were held on February 10, 2015, February 17, 2015 and February 26, 2015. Stakeholders included: school district partners, community partners, parents, students, COE Board members and bargaining units.</p> <p>Stakeholder groups (including the parent advisory committee/DLAC- were sent the completed plan for review and input. Any questions from the parent advisory committee/DLAC were responded to in writing.</p> <p>The public hearing for the LCAP and budget was held at the June 4, 2015 meeting of the Board.</p> <p>The LCAP and budget was approved at the June 25, 2015 meeting of the Board.</p>	<p>Stakeholder groups (including the parent advisory committee/DLAC- were sent the completed plan for review and input. Input from the stakeholders resulted in expansion of some of the existing goals. Any questions from the parent advisory committee/DLAC were responded to in writing.</p> <p>A student focus group was also convened and their input is reflected on the three-year plan.</p>

Annual Update:

The 2014-15 LCAP Stakeholder engagement plan was developed by the Department Director and the Director of Resources and Accountability

The LCAP process and timeline was shared with the Instructional Services and Community Partnerships Standing Committee at its January 21, March 18, April 22 and May 20, 2015 meetings.

Stakeholder meetings:

- February 10, 2015 for school district partners
- February 17, 2015 for community partners, parents, students and COE Board members
- February 26, 2015 for consultation with bargaining units

At each stakeholder meeting, there was a review/explanation of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). Updated program information and status on required metrics was presented at these meetings and participants were asked for feedback. Data was also shared with students in focus groups and they provided 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 10, 2015 related to state priority 10 and the needs of Foster Youth.

District representatives attended a meeting on February 10, 2015 related to state priority 9 and the needs of expelled youth.

Annual Update:

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

- Possible expansion of contracts with community-based organizations (CBOs) to include more work with families of students (support, mentoring and engagement). Explore expansion of collaboration with Community Action Partnership (CAP).
- Include Career Technical Education (CTE) parent commitment forms as part of CTE course enrollment process
- Possible expansion of contracts with CBOs to increase hours of mental health counselors
- Expand scope of restorative justice to include restorative practice in the classroom
- Add 11th and 12th grade scores to CAHSEE proficiency measure
- Count GED taken at the JJC and Probation Camp while still enrolled or within 60 days of leaving the JJC or Probation Camp
- Explore options for English Language Arts /English Language Development Common Core State Standards (CCSS) training

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally---identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in---depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual 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?

GOAL:

Goal 1: Students will achieve Common Core grade level standards

Related State and/or Local
Priorities:

1 X 2 X 3 4 X 5 6
7 8

COE only: 9 10

Local : Specify

Identified Need :

- In the 2012-13 school year 10% of Community School students met proficiency criteria in English Language Arts and 21% of students met proficiency criteria in mathematics.
- In the 2013-14 school year 9% of Community School students (3 of 32) met proficiency criteria in English Language Arts and 10.5% of students (4 of 38) met proficiency criteria in mathematics.

- In the 2012-13 school year CAHSEE passage rates for Community School 10th graders was 45% for ELA and 47% for math.
- In the 2013-14 school year CAHSEE passage rates for Community School 10th graders was 54% (14 of 26) for ELA and 47% (14 of 30) for math

- In the 2014-15 school year 3% of students (1 of 36) in grades 8-11 scored at or above proficiency level on the Scholastic Math Inventory (SMI). This is baseline data.

- In the 2012-13 school year 27% of students in grades 8-11 scored at or above *grade level* on the Scholastic Reading Inventory (SRI).
21% of 12th grade students scored above 1300 (college & career ready) on the SRI.
- Insufficient data is available for the 2013-14 school year
- In the 2014-15 school year 15% of students (16 of 104) in grades 8-11 scored at or above *proficiency* level on the SRI. No 12th grade students (21) scored above 1300 (college & career ready) on the SRI.

- In the 2013-14 school year no teachers were misassigned.
- In the 2014-15 school year no teachers were misassigned

- In the 2014-15 school year program administrators attended a Math Tool Kit training and consulted with the SCOE's Mathematics Coordinator – next step will include convening a teacher committee and getting information from feeder districts regarding math textbooks

- In the 2013-14 school year 100% of teachers participated in department professional development.
- In the 2014-15 school year 100% of teachers participated in department professional development

- In the 2013-14 school year 100% of students had access to standards aligned materials
- In the 2014-15 school year 100% of students had access to standards aligned materials

- In the 2013-14 school year 100% of teachers were provided with professional development related to Implementation of CCSS
- In the 2014-15 school year 100% of teachers were provided with professional development related to Implementation of CCSS. Baseline for implementation will be set in the 15-16 school year.

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. Changing this dynamic would require significant increases in state funding to change.

- Percentage of students who have passed AP exam: No students have taken the AP exam
- Percentage of students who demonstrate preparedness on the Early Assessment Program: No students took this exam.

Goal Applies to: Schools: All
Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

There will be a 10% increase (over previous year) of students meeting proficiency criteria in English Language Arts and mathematics as measured by the California High School Exit Exam (CAHSEE)

CAHSEE passage rates for Community School 10th graders (adding 11th and 12th graders) will increase by 10% (over previous year)

There will be a 10% increase (over baseline) 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. No teachers will be mis-assigned

Convene a teacher committee to provide input into the selection and purchase of state approved ELA/ELD and Math CCSS curriculum for all students and supplemental materials as appropriate for other subjects

100% of teachers will continue to participate in department professional development. At least 75% of all teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice

100% of students will continue to have access to standards aligned materials

80% of teachers will demonstrate implementation of CCSS in ELA and math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide highly qualified teachers, clerical, administrative and support staff	Program-wide	<input checked="" type="checkbox"/> ALL	\$48,233.00
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(R0094) \$1,016,936.00 (R0241) \$1,152,920.00 (R0242) \$132,170.00 (R3025) \$59,647 (R3310) \$10,524.00 (R4203) \$280,091 (R6500) \$10,858.00 (R6502 5772) \$35,413.00 (R6680) \$13,168.00 (R6690) \$84,532.00 (R7366) Total \$2,844,492.00

<p>Provide professional development including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participation in Leadership Network and other SCOE professional development opportunities <input type="checkbox"/> Department Learning Community meetings 	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1,000 (R0242) \$5,000 (R4035) \$1,200 (R0241) \$7,200 Total Other cost reflected above</p>
<p>Provide instructional coach support to teachers</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$18,400 (R0242) \$42,569 (R0241) Total \$60,969</p>
<p>Provide for teacher release time to collaborate in CCSS instruction.</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$6,860 (R0241)</p>
<p>Select and purchase ELA/ELD and Math CC aligned materials</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$28,500 (R0241) \$21,500 (R0242) Total \$50,000</p>
<p>Provide teacher time for reviewing and revising</p>	<p>Program-</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Built into</p>

assessments	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	salary
Purchase new computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology, provide for technology maintenance and support	Program- wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$22,000 (R0241)
Provide CAHSEE/English and math intensive intervention teachers, instructional support materials and academic tutoring	Program- wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$41,540 (R0241)
	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	(R0241) \$44,862 (R0242) \$54,330 (R3025) \$,3,205 (R4203) \$10,858 (R6502) \$165,289 Total

Provide Resource Specialist teachers and assistant, School Psychologist, Speech-Language Therapist and School Nurse services.	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$61,863 (R0242) \$262,846 (R6500) \$324,709 Total
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LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

There will be a 10% increase (over previous year) of students meeting proficiency criteria in English Language Arts and mathematics as measured by the California High School Exit Exam (CAHSEE)

CAHSEE passage rates for Community School students will increase by 10% (over previous year)

There will be a 10% increase (over baseline) 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. No teachers will be mis-assigned

Convene a teacher committee to provide input into selection and purchase of state approved science and/or social studies CCSS curriculum for all students and supplemental materials as appropriate for other subjects

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide highly qualified teachers, clerical, administrative and support staff	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$49,005 (R0094) \$1,033,207 (R0241) \$1,171,367 (R0242) \$134,285 (R3025) \$60,601 (R3310) \$10,692 (R4203) \$284,573 (R6500) \$11,032 (R6502) \$35,980 (R6680) \$13,379 (R6690) \$85,885 (R7366) \$2,890,006 Total

<p>Provide professional development including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participation in Leadership Network and other SCOE professional development opportunities <input type="checkbox"/> Department Learning Community meetings 	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$1,000 (0242) \$5,000 (4035) \$1,200 (0241) \$7,200 Total Other costs reflected above</p>
<p>Provide instructional coach support to teachers</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$18,694 (R0242) \$43,250 (R0241) \$61,944 Total</p>
<p>Provide for release time to collaborate in CCSS instruction.</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$6,970 (R0241)</p>
<p>Select and purchase science and/or social studies CCSS aligned materials</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$28,500 (R0241) \$21,500 (R0242) \$50,000 Total</p>

Provide teacher time for reviewing and revising assessments	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Built into salary
Purchase new computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology, provide for technology maintenance and support	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$22,000 (R0241)
Provide CAHSEE/English and math intensive intervention teachers, instructional support materials and academic tutoring	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$42,205 (R0241) \$45,580 (R0242) \$55,153 (R3025) \$13,897 (R4203) \$11,032 (R6502) \$167,867 Total
Provide Resource Specialist teachers and assistant, School Psychologist, Speech-Language Therapist and School Nurse services.	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$62,853 (R0242) \$267,052 (R6500) \$329,905 Total

LCAP Year 3: 2017-18

Expected Annual
Measurable
Outcomes:

There will be a 10% increase (over previous year) of students meeting proficiency criteria in English Language Arts and mathematics as measured by the California High School Exit Exam (CAHSEE)

CAHSEE passage rates for Community School students will increase by 10% (over previous year)

There will be a 10% increase (over previous year) 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 2% increase (over previous year) 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. No teachers will be mis-assigned

Convene a teacher committee to provide input into selection and purchase of state approved science and/or social studies CCSS curriculum for all students and supplemental materials as appropriate for other subjects

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

100% of students will continue to have access to standards aligned materials

100% of teachers will demonstrate implementation of CCSS in ELA and math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide highly qualified teachers, clerical, administrative and support staff	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$49,430 (R0094) \$1,042,156 (R0241) \$1,181,512 (R0242) \$135,448 (R3025) \$61,126 (R3310) \$10,785 (R4203) \$287,037 (R6500) \$11,127 (R6502) \$36,291 (R6680) \$13,495 (R6690) \$86,628 (R7366) \$2,915,035 Total
Provide professional development including: <input type="checkbox"/> Participation in Leadership Network and other SCOE professional development opportunities	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,000 (0242) \$5,000 (4035) \$1,200 (0241)

<input type="checkbox"/> Department Learning Community meetings			\$7,200 Total Other costs reflected above
Provide instructional coach support to teachers	Program-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$18,856 (R0242) \$43,625 (R0241) \$62,481 Total
Provide for release time to collaborate in CCSS instruction.	Program-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$7,030 (R0241)
Select and purchase science and/or social studies CCSS aligned materials	Program-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$28,500 (R0241) \$21,500 (R0242)
Provide teacher time for reviewing and revising assessments	Program-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	Cost reflected above

<p>Purchase new computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology, provide for technology maintenance and support</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$22,000 (R0241)</p>
<p>Provide CAHSEE/English and math intensive intervention teachers, instructional support materials and academic tutoring</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$42,570 (R0241) \$45,975 (R0242) \$55,622 (R3025) \$13,990 (R4203) \$11,127 (R6502) \$169,284 Total</p>
<p>Provide Resource Specialist teachers and assistant, School Psychologist, Speech-Language Therapist and School Nurse services.</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$63,397 (R0242) \$269,365 (R6500) \$332,762 Total</p>

GOAL:

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

Related State and/or Local Priorities:

1__ 2__ 3__ 4__ 5_X 6__

7_X 8_X

COE only: 9__ 10__

Local : Specify

Identified Need :

- In the 2012-13 school year the Community School attendance rate was 81%.
- In the 2013-14 school year the Community School attendance rate was 77%

- In the 2013-14 school year the Community School chronic absenteeism rate was 63%.
- In the 2014-15 school year the Community School chronic absenteeism rate was 68%.

- In the 2011-12 school year the Community School graduation rate was 79.22%.
- In the 2012-13 school year the Community School graduation rate was 82.36%

- In the 2012-13 school year the Court School GED passage rate was 76%.
- In the 2013-14 school year the Court School GED passage rate was 87.5%.

- In the 2011-12 school year the Community School dropout rate was 12.4%.
- In the 2012-13 school year the Community School dropout rate was 11.3%

- In the 2013-14 school year 26.4% and 38.8% of Community School students earned 10 or more credits in the first and second quarters.
- In the 2013-14 school year 65.2% and 65.5% of Court School students earned 10 or more credits in the first and second quarters
- In the 2014-15 school year 31.1% and 28.5% of Community School students earned 10 or more credits in the first and second quarters.
- In the 2014-15 school year 61% and 56% of Court School students earned 10 or more credits in the first and second quarters

- 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

Goal Applies to: Schools: All
Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual
Measurable
Outcomes:

Attendance rates in Community School seat time program will increase by 5%

Community School chronic absenteeism rate will
decrease by 10%

Community School graduation rate will increase by 2%

Court School GED passage rates will increase by 2%

Community School dropout rate will decrease 2% from 2011-12 dropout rate.

There will be a 10% increase in the number of students earning 10 credits each quarter, when enrolled for the entire quarter

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

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student attendance and behavior incentives in the Community School program.	Community School seat time	<input checked="" type="checkbox"/> ALL (Community School) OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$10,000 (R3025)
Provide bus passes for Community School students needing transportation assistance.	Community School	<input checked="" type="checkbox"/> ALL (Community School) OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$10,000 (R3025)
Provide personnel and materials for Career Technical Education. Continue expansion of CTE course offerings to include extension of the school day and include parent commitment form as part of course enrollment	Community School seat time	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$39,209 (R0242) \$10,000 (R3025) \$49,209 Total
Provide Career Education Specialist position and related enrichment activity opportunities	Program-wide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$48,570 (R0242) \$12,043 (R3025) \$60,613 Total
Contract with The Center for life skills curriculum to compliment the work of Career Ed Specialist. Explore expansion of contract to include work with parents/families	Community School seat time	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English	\$19,750 (R0242)

proficient __ Other

Subgroups:(Specify)_____

Provide mental health counseling services Explore expansion of contract to increase hours of mental health counselors	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$82,624 (R3025) \$10,000 (R6500) \$92,624 Total
Provide Behavior Specialist services through School Psychologist and continue to provide students with incentives for positive behavior	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$61,863 (R0242) \$10,000 (R3025) \$71,863 Total
Contract with Restorative Resources for restorative dialogues and conferences Consider expansion of program to include restorative practice in the classroom	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$14,288 (R3025)
Operate teen parent program, including onsite childcare, counseling and parenting education.	Community School Teen Parent Program	<input checked="" type="checkbox"/> ALL (Teen Parent Program) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$115,457 (R0242)

LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

Community School attendance rates in seat time program will increase by 5% (over prior year)

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

Community School graduation rate will increase by 2% (over prior year)

Court School GED passage rate will increase by 2% (over prior year)

Community School dropout rate will decrease 2% from 2012-13 dropout rate.

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

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

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student attendance and behavior incentives in the Community School program.	Community School seat time	<input checked="" type="checkbox"/> ALL (Community School) OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$10,000 (R3025)
Provide bus passes for Community School students needing transportation assistance.	Community School	<input checked="" type="checkbox"/> ALL (Community School) OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$10,000 (R3025)
Provide personnel and materials for Career Technical Education. Continue expansion of CTE course offerings to include extension of the school day.	Community School seat time	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$39,837 (R0242) \$10,000 (R3025) \$49,837 Total
Provide Career Education Specialist position and related enrichment activity opportunities	Program-wide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$49,341 (R0242) \$12,236 (R3025) \$61,577 Total
Contract with The Center for life skills curriculum to compliment the work of Career Ed Specialist.	Community School seat time	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other	\$19,750 (R0242)

		Subgroups:(Specify)_____	
Provide mental health counseling services.	Program-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$82,624 (R3025) \$10,000 (R6500) \$92,624 Total
Provide Behavior Specialist services through School Psychologist and continue to provide students with incentives for positive behavior	Program-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$62,853 (R0242) \$10,160 (R3025) \$73,013 Total
Contract with Restorative Resources for restorative dialogues and conferences and support for restorative practice in the classroom	Program-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$14,288 (R3025)
Operate teen parent program, including onsite childcare, counseling and parenting education.	Community School Teen Parent Program	<u>X</u> ALL (Teen Parent Program) OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$117,300 (R0242)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Community School Attendance rates in seat time program will increase by 5% (over prior year)
- Community School chronic absenteeism rate in the seat time program will decrease by 10% (over prior year)
- Community School graduation rate will increase by 2% (over prior year)
- Court School GED passage rate will increase by 2% (over prior year)
- Community School dropout rate will decrease 2% from 2013-14 dropout rate.
- 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
- Students will continue to be provided access to a broad course of study Students will continue to be supported in enrolling in junior college classes and/or A-G coursework
- Students in the Community School seat time program will continue to be provided access to CTE coursework.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student attendance and behavior incentives in the Community School program.	Community School seat time	<input checked="" type="checkbox"/> ALL (Community School) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$10,000 (R3025)
Provide bus passes for Community School students needing transportation assistance.	Community School	<input checked="" type="checkbox"/> ALL (Community School) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	\$10,000 (R3025)

		Subgroups:(Specify)_____	
Provide personnel and materials for Career Technical Education. Continue expansion of CTE course offerings that include extension of the school day.	Community School seat time	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$40,181 (R0242) \$10,000 (R3025) \$50,181 Total
Provide Career Education Specialist and related enrichment activity opportunities	Program-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$49,765 (R0242) \$12,342 (R3025) \$62,107 Total
Contract with The Center for life skills curriculum to compliment work of Career Ed Specialist	Community School seat time	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$19,750 (R0242)
Provide mental health counseling services.	Program-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$82,624 (R3025) \$10,000 (R6500) \$92,624 Total
Provide Behavior Specialist services through School Psychologist and continue to provide students with incentives for positive behavior.	Program-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$63,397 (R0242) \$10,248 (R3025) \$73,645 Total

<p>Contract with Restorative Resources for restorative dialogues and conferences and support for restorative practice in the classroom</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$14,288 (R3025)</p>
<p>Operate teen parent program, including onsite childcare, counseling and parenting education.</p>	<p>Community School teen parent program</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Teen Parents</u> _____</p>	<p>\$118,313 (R0242)</p>

GOAL:	Goal 3: Students need to feel safe and secure with themselves and the school environment in order to be successful in school.	Related State and/or Local Priorities:
		<u>1</u> X <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> X <u>7</u> <u>8</u>
Identified Need :	<input type="checkbox"/> In the 2012-13 school year the Community School suspension rate was 41.5%. <input type="checkbox"/> In the 2013-14 school year the Community School suspension rate was 22.1% <input type="checkbox"/> Expulsion is not applicable to our program. <input type="checkbox"/> In the 2013-14 school year 20% of students reported having a high level of school connectedness <input type="checkbox"/> In the 2014-15 school year 39.7% of students (23/58) reported having a high level of school connectedness <input type="checkbox"/> In the 2013-14 school year 25% of students reported having high levels of caring relationships with adults in school <input type="checkbox"/> In the 2014-15 school year 43.1% of students (25 of 58) reported having high levels of caring relationships with adults in school <input type="checkbox"/> In the 2013-14 school year 28% of students reported having high levels of high expectations from adults at school <input type="checkbox"/> In the 2014-15 school year 48.3% of students (28 of 58) reported having high levels of high expectations from adults at school <input type="checkbox"/> In the 2013-14 school year 8% of students reported having high levels of meaningful participation in school <input type="checkbox"/> In the 2014-15 school year 12.1% of students (7 of 58) reported having high levels of meaningful participation in school	

- In the 2013-14 school year 100% of facilities were reported in good repair, as reported on the FIT
- In the 2013-14 school year 100% of facilities were reported in good repair, as reported on the FIT

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- Community School suspension rates will decrease (over previous year) by 5%
- As measured by the California Healthy Kids Survey (CHKS) and other surveys, Community School student report of high levels of school connectedness will increase (over previous year) by 10%
- As measured by CHKS and other surveys, Community School student report of high levels of school caring relationships with adults will increase (over previous year) by 10%
- As measured by CHKS and other surveys, Community School student report of high levels of high expectations from adults at school will increase (over previous year) by 10%
- As measured by CHKS and other surveys, Community School student report of high levels of meaningful participation in school will increase (over previous year) by 10%
- Continue to maintain facilities in good repair

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide culturally appropriate structure and support by providing bilingual counseling services and a bilingual parent liaison Explore expansion of agency contracts to include work with parents/families	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost reflected In Goal 1, Action 1

<p>Create intentional collaboration with community partners by continuing existing contracts with community based organizations (Volunteer Center, The Center, counseling agencies and Probation)</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$20,000 (R3025)</p>
<p>Utilize restorative justice principles through contract with Restorative Resources Explore expansion of program to include restorative practice in the classroom</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Cost reflected in Goal 2, Action 8</p>
<p>Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Cost reflected In Goal 2, Action 2</p>
<p>Provide academic counseling focused on a case management system</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Cost reflected In Goal 1, Action 1</p>

<p>Provide mental health counseling services to students and families through ongoing agency contracts (Support Our Students, Petaluma Learning & Guidance)</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Cost reflected In Goal 2, Action 6</p>
<p>Provide safe school facilities by continuing to maintain school facilities in good repair</p>	<p>Community School</p>	<p><input checked="" type="checkbox"/> ALL (Community School) OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1,000 (R0241) \$87,112 (R0242) \$18,399 (R8150) \$106,511 Total</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Community School suspension rates will decrease by 5% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of school connectedness will increase by 10% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of school caring relationships with adults will increase by 10% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of high expectations from adults at school will increase by 10% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of meaningful participation in school will increase by 10% (over prior year)</p> <p>Continue to maintain facilities in good repair</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide culturally appropriate structure and support by providing bilingual counseling services and a bilingual parent liaison Consider expansion of agency contracts to include work with parents/families	Community School seat time	<input checked="" type="checkbox"/> ALL (Community School) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost reflected In Goal 1, Action 1
Create intentional collaboration with community partners by continuing existing contracts with community based organizations (Volunteer Center, The Center, counseling agencies and Probation)	Community School	<input checked="" type="checkbox"/> ALL (Community School) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000 (R3025)

<p>Utilize restorative justice principles through contract with Restorative Resources Consider expansion of program to include restorative practice in the classroom</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Cost reflected In Goal 2, Action 8</p>
<p>Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Cost reflected in Goal 2, Action 2</p>
<p>Provide academic counseling focused on a case management system</p>	<p>Community School seat time</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Cost reflected in Goal 1, Action 1</p>

Provide mental health counseling services to students and families through ongoing agency contracts (Support Our Students, Petaluma Learning & Guidance)	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost reflected In Goal 2, Action 6
Provide safe school facilities by continuing to maintain school facilities in good repair	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,000 (R0241) \$87,112 (R0242) \$18,399 (R8150) \$106,511 Total

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Community School suspension rates will decrease by 5% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of school connectedness will increase by 10% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of school caring relationships with adults will increase by 10% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of high expectations from adults at school will increase by 10% (over prior year)</p> <p>As measured by CHKS and other surveys, student report of high levels of meaningful participation in school will increase by 10% (over prior year)</p> <p>Continue to maintain facilities in good repair</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide culturally appropriate structure and support by providing bilingual counseling services and a bilingual parent liaison Consider expansion of agency contracts to include work with parents/families	Community School seat time	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost reflected in Goal 1, Action 1
Create intentional collaboration with community partners by continuing existing contracts with community based organizations (Volunteer Center, The Center, counseling agencies and Probation)	Community School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000 (R3025)

Utilize restorative justice principles through contract with Restorative Resources Consider expansion of program to include restorative practice in the classroom	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost In Goal 2, Action 8
Promote and establish healthy relationships between adults and students continuing to expand on school/community building events that promote and establish healthy relationships between adults and students	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost reflected in Goal 2, Action 2
Provide academic counseling focused on a case management system	Community School seat time	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost reflected In Goal 1, Action 1
Provide mental health counseling services to students and families Consider expansion of contract to increase schedules of mental health counselors	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost reflected in Goal 2, Action 6

Provide safe school facilities by continuing to maintain school facilities in good repair	Community School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,000 (R0241) \$87,112 (R0242) \$18,399 (R8150) \$106,511 Total
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GOAL:	Goal 4: Students will receive focused ELD instruction aligned to their proficiency levels.	Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3__ 4_ <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify	
Identified Need :	<ul style="list-style-type: none"> <input type="checkbox"/> In 2012-13 school year 38% of Community School students (24 of 64) met CELDT criterion and 66% of Court School students (21 of 32) met CELDT criterion <input type="checkbox"/> In 2013-14 school year 49% of Community School students (31 of 63) met CELDT criterion and 73% of Court School students (19 of 26) met CELDT criterion <input type="checkbox"/> In the 2013-14 school year no ELD students met reclassification criteria <input type="checkbox"/> In the 2014-15 school year 4 ELD students met reclassification criteria <input type="checkbox"/> In the 2014-15 school year 100% of ELD teachers implemented the new ELD standards Professional development and baseline for classroom teachers to be established in the 15-16 school year. 		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: EL		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	There will be a 10% increase (over previous year) in students meeting CELDT criterion, as measured by CELDT There will be a 10% increase (over previous year) of ELD students meeting reclassification criteria 50% of classroom teachers will implement the new ELD standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Provide comprehensive ELD services.	Program-	_ALL	\$38,682
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	wide	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(R0242)
Begin purchase of ELD CCSS aligned instructional and support materials	Program-	__ALL	\$50,000
	wide	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(R0241)
Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training	Program-	__ALL	Cost reflected
	wide	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Goal 1, Action 2
Provide support for administration of the CELDT. Provide access to related professional development	Program-wide	__ALL	Cost reflected In Goal 1, Action 2
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide a system for monitoring and reclassification of English Learner students	Program-wide	__ALL	Cost reflected In Goal 1, Action 2
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide comprehensive ELD services.	Program-wide	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$39,301 (R0241)
Continue purchase of ELD CC aligned instructional and support materials, as needed	Program-wide	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 (R0241)
Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training	Program-wide	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost reflected in Goal 1, Action 2
Provide support for administration of the CELDT. Provide access to related professional development	Program-wide	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other	Cost reflected in Goal 1, Action 2

		Subgroups:(Specify)_____	
Provide a system for monitoring and reclassification of English Learner students	Program-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost reflected In Goal 1, Action 2

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

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
 100% of classroom teachers will implement the new ELD standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide comprehensive ELD services.	Program-wide	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$39,641 (R0241)
Continue purchase of ELD CCSS aligned instructional and support materials, as needed	Program-wide	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 (R0241)
Provide professional development for CCSS ELD implementation and training on new curriculum. Explore ELA/ELD CCSS training	Program-wide	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost reflected in Goal 1, Action 2
Provide support for administration of the CELDT. Provide access to related professional development	Program-wide	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other	Cost reflected in Goal 1, Action 2

		Subgroups:(Specify)_____	
Provide a system for monitoring and reclassification of English Learner students	Program-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost reflected In Goal 1, Action 2

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

1__ 2__ 3_X 4__ 5__ 6__ 7__

8__

Identified Need :

- In the 2013-14 school year, 85% of parents reported seeing themselves as a partner in their child's education
- In the 2014-15 school year, 94% of parents (50 of 53) reported seeing themselves as a partner in their child's education
- In the 2013-14 school year 63% of Community School parents attended the Spring 2014 Individual Learning Plan (ILP) conference with their child's teacher
- In the 2014-15 school year 58.2% of Community School parents (71 of 122) attended the Spring 2014 Individual Learning Plan (ILP) conference with their child's teacher
- In the 2014-15 school year 61.5% of Probation Camp parents attended the Spring 2014 Individual Learning Plan (ILP) conference with their child's teacher

Goal Applies to:

Schools: Community and Camp
Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

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

There will be an increase (over prior year) of 10% of parents attending the Community School Spring ILP conference.

There will be an increase (over prior year) of 10% of parents attending the Probation Camp Spring ILP conference.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide attendance/truancy support staff personnel to allow for bilingual parent outreach.	Community School seat time	<input checked="" type="checkbox"/> ALL (Community School) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$30,907 (R0241)
Provide bilingual staff to translate all materials and school communications.	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost reflected Goal 1, Action 1
Provide translation services for parent meetings.	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost reflected In Goal 1, Action 1

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</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</p> <p>There will be an increase (over prior year) of 10% of parents attending the Community School Spring ILP conference.</p> <p>There will be an increase (over prior year) of 10% of parents attending the Probation Camp Spring ILP conference.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide attendance/truancy support staff personnel to allow for bilingual parent outreach.</p>	<p>Community School seat time</p>	<p><input checked="" type="checkbox"/> ALL (Community School) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$30,907 (R0241)</p>
<p>Provide bilingual staff to translate all materials and school communications.</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost reflected In Goal 1, Action 1</p>
<p>Provide translation services for parent meetings.</p>	<p>Program-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost reflected in Goal 1, Action 1</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>There will be an increase of 2% (over prior year) of parents reporting that they see themselves as a partner in their child's educational experience</p> <p>There will be an increase (over prior year) of 10% of parents attending the Community School Spring ILP conference.</p> <p>There will be an increase (over prior year) of 10% of parents attending the Probation Camp Spring ILP conference.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Provide attendance/truancy support staff personnel to allow for bilingual parent outreach.	Community School seat time	<input checked="" type="checkbox"/> ALL (Community School) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$30,907 (R0241)
Provide bilingual staff to translate all materials and school communications.	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost reflected In Goal 1, Action 1
Provide translation services for parent meetings.	Program-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost reflected in Goal 1, Action 1

GOAL:	Maintain countywide collaborative process for developing/revising a plan to address educational services for expelled youth, provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9_ <u>X</u> 10__ Local : Specify
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Identified Need :	<input type="checkbox"/> In the 2013-14 school year, educational services were provided to 100% of qualifying expelled students <input type="checkbox"/> In the 2014-15 school year, educational services were provided to 100% of qualifying expelled students
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Goal Applies to:	Schools: County-wide Applicable Pupil Subgroups: Expelled youth
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Educational services are provided to 100% of qualifying expelled students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor and maintain plan	Expelled youth	<u>X</u> ALL (Expelled youth) OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Expelled</u>	No budgeted expenditures

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Educational services are provided to 100% of qualifying expelled students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor and maintain plan	Expelled youth	<input checked="" type="checkbox"/> ALL (Expelled youth) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled</u>	No budgeted expenditures

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Educational services are provided to 100% of qualifying expelled students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplemental pay for consultant work to coordinate required review and revision of county-wide 922 Plan	Expelled youth	<input checked="" type="checkbox"/> ALL (Expelled youth) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled</u>	\$2733 (R0241)

GOAL:	<p>The FYS Coordinator will continue to work with a variety of agencies to insure that appropriate services are provided to foster youth and that school, district, and human services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ <u>X</u> Local : Specify</p>
Identified Need :	<ul style="list-style-type: none"> <input type="checkbox"/> In the 2012-13 school year there were 32 foster youth identified as eligible to complete a high school program. Of these 32 foster youth, 38% completed a high school program by September 1, 2013 <input type="checkbox"/> 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 <input type="checkbox"/> Records for foster youth are transferred within 48 hours. <input type="checkbox"/> Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services <input type="checkbox"/> Respond to need for ongoing education and technical support to County Human Services Department social workers in order to insure the delivery of educational services to foster youth and minimize school transitions. <p>*Data is based upon a Foster Focus data and records from the youth served by the Sonoma County Office of Education Special Education Department.</p>	
Goal Applies to:	<p>Schools: County-wide Applicable Pupil Subgroups: Foster youth</p>	
<p>LCAP Year 1: 2015-16</p>		

<p>Expected Annual Measurable Outcomes:</p>	<p>Collected data on FY students will show a 1% increase in graduation rates</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request</p> <p>Data related to requests from the juvenile court and COE response.</p> <p>Data for the number of AB490 trainings provided, student education and planning meetings attended, multi-agency collaborative meetings attended, and technical assistance provided to Human Services staff.</p>		
<p>Actions/Services</p>	<p>Scope of</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted</p>

	Service		Expenditures
<p>The FYS Coordinator, tutoring services, school supplies and professional development materials are currently funded through the state-wide FYS grant. This grant funding is expected to remain unchanged for 15-16. The California Department of Education is expected to release a RFA (Request for Funding Applications) in fall of 2015. Counties will be able to apply for FYS funding for the 3-year grant cycle 2016 – 2019.</p> <p>The Foster Youth Services Coordinator will work with Human Services to:</p> <ul style="list-style-type: none"> ● Minimize changes in school placement, ● Support provide educational status and progress of FY to child welfare agencies, ● Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services ● Establish a mechanism for efficient and quick transfer of health and education records to schools ● Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court. ● Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services 	<p>Foster Youth</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$33,354 (R7366)</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Collected data on FY students will show a 1% increase in graduation rates</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request</p> <p>Data related to requests from the juvenile court and COE response.</p> <p>Data for the number of AB490 trainings provided, student education and planning meetings attended, multi-agency collaborative meetings attended, and technical assistance provided to Human Services staff.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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 2015. Counties will be able to apply for FYS funding for the 3-year grant cycle 2016 – 2019.</p>	<p>Foster Youth</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$33,354 (R7366)</p>

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

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Collected data on FY students will show a 1% increase in graduation rates</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request</p> <p>Data related to requests from the juvenile court and COE response.</p> <p>Data for the number of AB490 trainings provided, student education and planning meetings attended, multi-agency collaborative meetings attended, and technical assistance provided to Human Services staff.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>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 2015. Counties will be able to apply for FYS funding for the 3-year grant cycle 2016 – 2019.</p> <p>The Foster Youth Services Coordinator will work with Human Services to:</p> <ul style="list-style-type: none"> • Minimize changes in school placement, • Support provide educational status and progress of FY to child welfare agencies, • Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services • Establish a mechanism for efficient and quick transfer of health and education records to schools • Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court. • Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services 	<p>Foster Youth</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$33,354 (R7366)</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1: Students will achieve common core grade level standards		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to: Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>			
Expected Annual Measurable Outcomes:	<p>There will be a 2% increase of students meeting proficiency criteria in English Language Arts and mathematics as measured by the CAHSEE</p> <p>CAHSEE passage rates for Community School 10th graders will increase by 2%</p> <p>Using a new diagnostic tool baseline data will be established for student grade level performance in math</p> <p>There will be a 2% increase of students scoring at or above grade level on the Scholastic Reading Inventory. There will be a 2% increase of 12th grade students scoring 1300 or above.</p>	Actual Annual Measurable Outcomes:	<p>2012-13: 10% of Community School students met proficiency criteria in English Language Arts and 21% of students met proficiency criteria in mathematics.</p> <p>2013-14: 15% of Community School students met proficiency criteria in English Language Arts and 17% students met proficiency criteria in mathematics.</p> <p>2012-13: CAHSEE passage rates for Community School 10th graders was 45% for ELA and 47% for math</p> <p>2013-14: CAHSEE passage rates for Community School 10th graders was 54% for ELA and 47% for math</p> <p>In the 2014-15 school year 3% of students (1 of 36) in grades 8-11 scored at or above proficiency level on the Scholastic Math Inventory (SMI).</p> <p>2012-13: 27% of students in grades 8-11 scored at or above <i>grade level</i>. 21% of 12th grade students scored above 1300 (college & career ready)</p>

	<p>Continue to have 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified. No teachers will be mis-assigned</p> <p>Convene a teacher committee to provide input into selection and purchase of state approved Math common core curriculum for all students and supplemental materials as appropriate for other subjects as appropriate</p> <p>100% of teachers will continue to participate in department professional development. At least 50% of all teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice</p>		<p>2014-15: 15% of students (16 of 104) in grades 8-11 scored at or above <i>proficiency level</i> on the SRI. No 12th grade students (21) scored above 1300 (college & career ready) on the SRI.</p> <p>Currently no teachers are misassigned</p> <p>Admin attended Math Tool Kit training and have consulted with SCOE's Mathematics Coordinator</p> <p>In process of getting info from feeder districts regarding math textbooks.</p> <p>100% of teachers participated in dept pd 87.5% of teachers worked with instructional coaches and/or support providers 62.5% of teachers have participated in additional pd</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide highly qualified teachers. Maintain clerical, admin and support staff for school operations	Provide highly qualified teachers, clerical, admin and support staff \$2,386,128 (LCFF)	Highly qualified staff being provided Assessment of effectiveness: Although all teachers are considered high qualified, student performance is still below desired levels. We will continue to provide support to teachers to strengthen instructional practices	\$26,910 (R0094) \$961,377 (R0241) \$1,098,399 (R0242) \$153,061 (R3025) \$49,112 (R3310) \$12,737 (R4203) \$279,342 (R6500) \$2,580,938 Total
Scope of service: Program Wide		Scope of service: Program Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

<p>Continue to improve instructional practice by providing professional development aligned to the Common Core</p>	<p>Continue to provide department professional development, continue participation in Leadership Network and other SCOE professional development opportunities</p> <p>Employ an instructional coach \$60,969 (LCFF)</p> <p>Provide for release time to collaborate in CCSS \$6860 (LCFF)</p>	<p>Department professional development continues to be offered (typically twice/month). Additionally, teachers have access to all SCOE professional development offerings as well as outside trainings.</p> <p>The department continues to participate in the Leadership Network and other SCOE professional development opportunities.</p> <p>Assessment of effectiveness: Staff has not only been provided with rigorous department professional development but have also been encouraged through the evaluation process to participate in relevant pd offerings outside of the department. Several have taken advantage of this and the expectation that teachers keep their skills current and updated will continue.</p> <p>The department is contracting for the services of ESS staff, who are serving as instructional support providers to department teachers.</p> <p>Assessment of effectiveness: ESS staff has provided a wide range of services to teachers. However, it is desired that they move into a more supportive/coaching role moving forward.</p>	<p>A portion of cost included in teacher salary & benefits costs \$203 (R0242) \$430 (R0732) \$900 (R0793) \$1,400 (R4035) \$2,459 (R6500) \$2,314 (R7405) Total \$7,706</p> <p>\$29,720 pending (R0242)</p> <p>Release time included in teacher salary & benefits</p>
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Scope of service:	Program Wide		Scope of service:	Program Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide instructional materials aligned to the CCSS	Select and purchase math CC aligned materials \$25,000 (LCFF)	<p>In the 2014-15 school year program administrators attended a Math Tool Kit training and consulted with the SCOE's Mathematics Coordinator – next step will include convening a teacher committee and getting info from feeder districts regarding math textbooks</p> <p>Assessment of effectiveness: Time constraints prevented us from making purchases this year, requiring that we purchase materials in two subject areas next year.</p>	No expenditures to date		

Scope of service:	Program Wide		Scope of service:	Program Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Continue to use program wide adopted assessment tools and revise as necessary		Review existing reading and math diagnostic tools - purchase new math diagnostic tool and upgrade existing reading diagnostic tool \$7500 (LCFF) Teacher time for reviewing and revising assessments (built into salary (cost reflected above)	Updated reading diagnostic and new math diagnostic program has been purchased and is available program-wide.		\$4,144 (R0756)

		Assessment of effectiveness: Implementation of new program in Community School was successful, however, we need to continue to familiarize ourselves with the data this program provides and increase student investment in the process. The technology infrastructure in the Court School program prevented implementation in that setting. We don't anticipate this problem for the 2015-16 school year.	
Scope of service: Program Wide		Scope of service: Program Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Teachers will collect and utilize assessment data to analyze program effectiveness	Cost reflected in HQT S & B	No revision of assessments occurred this year	Cost reflected in HQT S & B
		Assessment of effectiveness: The focus in the 2014-15 school year was on implementation of CCSS. We are not yet ready to start review and revision of existing assessments.	
Scope of service: Program Wide		Scope of service: Program Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>Teachers will examine and evaluate current grading and instructional practices</p>	<p>Department and SCOE professional development and participation in Leadership Network (cost reflected above)</p>	<p>Department is participating in Leadership Network</p> <p>Assessment of effectiveness: Participation in the LN continues to provide focus for department professional development. We would like to increase the effectiveness of participants sharing this information with their colleagues.</p>	<p>Expenditures reflected above</p>
<p>Scope of service: Program Wide</p>		<p>Scope of service: Program Wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>Provide teachers and students with access to multimedia and technological resources to be utilized in the classroom</p> <p>Purchase, upgrade, replace student computers to provide access to 21st century skills and prepare for Smarter Balanced Assessment; replace outdated technology equipment; provide technical, coaching and software support for technology integration into the classroom</p>	<p>Begin to purchase new computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology, provide for technology maintenance and support</p> <p>\$37,000 (LCFF)</p>	<p>Chromebook carts have purchased for all sites, process has begun to replace outdated or damaged technology, contracts are in place for technology maintenance and support.</p> <p>Assessment of effectiveness: All sites have access to Chromebooks and they are being utilized by students. This is a first critical step in integrating technology into the curriculum. Technology infrastructure at the JJC limited student access. We anticipate that this will not be a problem moving forward.</p>	<p>\$5,708 (R0241)</p> <p>\$29,733 (R7405)</p> <p>\$10,271 (R9010)</p> <p>Total \$45,712</p>

Scope of service:	Program Wide		Scope of service:	Program Wide	
<input type="checkbox"/> _X_ALL			<input type="checkbox"/> _X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		

proficient __Other Subgroups:(Specify)_____		proficient __Other Subgroups:(Specify)_____	
Provide appropriate academic intervention services, including CAHSEE support and curriculum and academic tutoring 	Continue to provide CAHSEE intensive intervention teachers, CAHSEE support materials and academic tutoring \$65,191 (LCFF)	The department has 3 CAHSEE Intensive Intervention teachers. CAHSEE support materials and academic tutoring are provided. Assessment of effectiveness: We continue to see positive student progress for students who work with the intensive intervention teachers. Additionally, student engagement with these teachers remains high. 	\$40,722 (R0790) \$67,868 (R3025) \$12,806 (R4203) \$11,195 (R6502) \$132, 591 Total
Scope of service:	Program Wide	Scope of service:	Program Wide
__X__ ALL		__X__ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>Provide appropriate special education services for qualified students.</p>	<p>Continue to provide Resource Specialist teachers and assistant, School Psychologist, Speech-Language Therapist and School Nurse services. Add Program Specialist support \$437,193 (SPED) \$199,167 (LCFF)</p>	<p>Resource Specialist teachers and assistant, School Psychologist, Speech-Language Therapist and School Nurse services continue to be provided. Program Specialist type support is being provided by the School Psychologist.</p> <p>Assessment of effectiveness: Student attendance and academic performance of this subgroup continues to be below desired levels. We will continue to look at our service delivery model and the types and level of support that students receive to determine how to increase effectiveness in this area.</p>	<p>Expenditures reflected in HQ S&B</p>
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Scope of service:	Program Wide	Scope of service:	Program Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with IEPs</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with IEPs</u>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Assessment of effectiveness:

- Although all teachers are considered high qualified, student performance is still below desired levels. We will continue to provide support to teachers to strengthen instructional practices
- Staff has been provided with rigorous department professional development and have also been encouraged through the evaluation process to participate in relevant pd offerings outside of the department. Several have taken advantage of this and the expectation that teachers keep their skills current and updated will continue.
- ESS staff has provided a wide range of services to teachers. However, it is desired that they move into a more supportive/coaching role moving forward.
- Time constraints prevented us from making textbook purchases this year, requiring that we purchase materials in two subject areas next year.
- Implementation of new reading and math diagnostic program in Community School was successful, however, we need to continue to familiarize ourselves with the data this program provides and increase student investment in the process. The technology infrastructure in the Court School program prevented implementation in that setting. We don't anticipate this problem for the 2015-16 school year.
- The focus in the 2014-15 school year was on implementation of CCSS. We are not yet ready to start review and revision of existing assessments – this will remain as a goal.
- Participation in the LN continues to provide focus for department professional development. We would like to increase the effectiveness of participants sharing this information with their colleagues.
- All sites have access to Chromebooks and they are being utilized by students. This is a

first critical step in integrating technology into the curriculum. Technology infrastructure at the JJC limited student access. We anticipate that this will not be a problem moving forward.

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

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

- Add 11th and 12th grade scores to CAHSEE proficiency measure
- Count GED taken at the JJC while still enrolled or within 60 days of leaving the JJC
- Explore options for ELA/ELD CCSS training

Original GOAL from prior year LCAP:	Goal 2: Students will attend school because they feel engaged and connected to their learning	<u>Related State and/or Local Priorities:</u> <u>1 2 X 3 4 5 X 6</u> <u>7 X 8 X</u> <u>COE only: 9 10</u> <u>Local : Specify</u>	
Goal Applies to: <u>Schools: All</u> <u>Applicable Pupil Subgroups: All</u>			
Expected Annual Measurable Outcomes:	<p>Attendance rates in Community School seat time program will increase by 2%</p> <p>Chronic absenteeism rates in Community School seat time program will decrease by 2%</p> <p>Community School graduation rate will increase by 2%</p> <p>GED passage rates of Court School students will increase by 2%</p> <p>Dropout rates of Community School students will decrease 2% from 2011-12 dropout rate.</p>	Actual Annual Measurable Outcomes:	<p>2012-13: Community School attendance rate (periods 1-12) was 74%</p> <p>2013-14: Community School attendance rate (periods 1-12) was 69%</p> <p>13-14 = 63.1% (Community)</p> <p>14-15 = 68%</p> <p>2011-12: Community School graduation rate for the school year was 79.22%</p> <p>2012-13: Community School graduation rate for the school year was 82.36%</p> <p>2012-13: Court School GED passage rate was 76%</p> <p>2013-14: Court School GED passage rate was 87.5%</p> <p>2011-12:Community School dropout rate for the school year was 12.4%</p>

There will be a 2% increase in the number of students earning 10 credits each quarter, when enrolled for the entire quarter

Students will continue to be provided access to a full, standards-aligned curriculum. Students will continue to be supported in enrolling in junior college classes and/or A-G coursework.

school year was 11.3%

2013-14: In the first and second quarters of the school year 26.4% and 38.8% of Community School students earned 10 or more credits when enrolled for the entire quarter

2013-14: In the first and second quarters of the school year 65.2% and 65.5% of Court School students earned 10 or more credits when enrolled for the entire quarter

2014-15: In the first and second quarters of the school year 31.1% and 28.5% of Community School students earned 10 or more credits when enrolled for the entire quarter

In the first and second quarters of the school year 61% and 56% of Court School students earned 10 or more credits

All Community School students have access to a full, standards aligned curriculum 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

In the Court School Program all students have access to a full, standards aligned curriculum 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 junior college enrollment and/or online options

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide incentives for school attendance	<p>Continue to provide student attendance and behavior incentives in the Community School program. \$2676_ IMF\$15,076 (Lottery)</p> <p>Continue to provide bus passes for students needing transportation assistance. \$42,754 (Title I)</p>	<p>Student attendance and behavior incentives in the Community School program continue to be provided.</p> <p>Assessment of effectiveness: Attendance rates continue to be below desired levels. We will continue to review and revise incentives to maximize impact.</p>	<p>\$1,183 (R3025) \$2,676 (R0756) \$15,076 (R1100) \$18,935 Total</p> <p>\$13,000 (R3025)</p>
Scope of service:	Community School seat time program	Scope of service:	Community School seat time program
<input checked="" type="checkbox"/> ALL (Community School)		<input checked="" type="checkbox"/> ALL (Community School)	
OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other		OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	
Subgroups:(Specify) _____		Subgroups:(Specify) _____	

<p>Provide students with career awareness and connection (CTE)</p>	<p>Continue to provide personnel and materials for Career Technical Education. Explore expanding CTE course offerings to include extension of the school day \$34,000 (LCFF)</p>	<p>Personnel and materials for CTE continue to be provided at Amarosa Academy. A construction class that extends beyond the school day is being offered and a culinary arts class has been added.</p> <p>Assessment of effectiveness: There have been mixed results with CTE course offerings in terms of impact on student engagement, behavior and attendance. Student follow through related to extension of the school day is less than desirable. We will continue to monitor CTE course offerings and their effectiveness.</p>	<p>\$15,765 (R0242) \$8,500 (R3025) Total \$24,265</p>
<p>Scope of service: <input type="checkbox"/> Community School - Amarosa</p> <p><input checked="" type="checkbox"/> ALL (Community School)</p> <p>OR: _____</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: <input type="checkbox"/> Community School - Amarosa</p> <p><input checked="" type="checkbox"/> ALL (Community School)</p> <p>OR: _____</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p><input type="checkbox"/> Subgroups:(Specify) _____</p>	
<p>Create global awareness Link students to post-secondary opportunities</p>	<p>Continue to provide Career Education Specialist and related enrichment activity opportunities \$80,244 (LCFF) \$19,961 (Title I)</p>	<p>Career Education Specialist and related enrichment activity opportunities continue to be provided.</p> <p>Assessment of effectiveness: The Career Ed Specialist provides 'value added' activities and experiences for students. Ongoing monitoring is required to insure that offerings are high interest</p>	<p>\$47,600 (R0242) \$11,900 (R3025) \$59,500 Total</p>

		and relevant to our student population.	
Scope of service: Program wide		Scope of service: Program wide	
<u>X ALL</u>		<u>X ALL</u>	
OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>		OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u>	
Continue revision and implementation of life skills and career education opportunities	Continue contract with The Center for life skills curriculum in conjunction with work of Career Ed Specialist \$19,750 (Title I)	Contract is in place with The Center for life skills curriculum that compliments the work of Career Ed Specialist Assessment of effectiveness: Collaboration for this effort seems to be effective and will continue to be monitored to insure that offerings are high interest and relevant to our student population	\$10,661 (R3025) \$9,089 (R0242) Total \$19,750
Scope of service: Community School-HW		Scope of service: Community School-HW	
<u>X ALL (Community School-HW)</u>		<u>X ALL (Community School-HW)</u>	
OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>		OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u>	

<p>Provide access to counseling/case management for students</p>	<p>Continue to provide mental health counseling services and identify resources for academic counseling. \$110,159 (Title I) \$4397 (Pupil Retention Block Grant)</p>	<p>Mental health counseling services continue to be provided and an academic counselor has been hired.</p> <p>Assessment of effectiveness: 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</p>	<p>\$59,559 (R3025) \$3,065 (R0790) \$5,000 (R6500) \$ 67,624</p>
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		to insure that appropriate personnel are recruited and retained. An academic counselor was hired this year.	Total
Scope of service: <u>Program wide</u>		Scope of service: <u>Program wide</u>	
<u>X ALL</u>		<u>X ALL</u>	
OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>		OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u>	
Provide behavior supports	Retain services of a Behavior Specialist and continue to provide students with incentives for positive behavior \$25,965 (LCFF)	School Psychologist is providing behavior specialist services. Incentives for positive behavior are in place at the Community School sites. Assessment of effectiveness: Some students are benefitting from services – we would like to see this expanded to more students and include support to staff in managing difficult classroom behaviors.	\$50,371 (R0242) \$21,588 (R6500) \$71,959 Total
	Continue and explore possibility of increasing contract with Restorative Resources \$9,000 (Title I) \$9,000 (LCFF)	Contract with Restorative Resources has been increased to include restorative dialogue groups at the Community School sites and restorative conferences for students returning to district. Assessment of effectiveness: 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.	\$14,288 (R3025)

Scope of service:	Program wide		Scope of service:	Program wide	
<u>XALL</u>			<u>X ALL</u>		
OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u> _____			OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u> <u>Subgroups:(Specify)</u> _____		

<p>Provide onsite child care, counseling and other support for pregnant and parenting students.</p>	<p>Continue to operate teen parent program, including onsite childcare, counseling and parenting education. \$128,503 (Cal-SAFE MAA ending balance) \$1,500 (LCFF)</p>	<p>Teen parent program continues to be offered, including onsite childcare, counseling and parenting education.</p> <p>Assessment of effectiveness: Services to teen parents and high quality childcare have had a positive impact on outcomes for these students and their children.</p>	<p>\$109,516 (R0094) \$1,800 (R3025) \$11,248 (R0242) \$122,564 Total</p>
<p>Scope of service: <input type="checkbox"/> Teen Parent Program</p>		<p>Scope of service: <input type="checkbox"/> Teen Parent Program</p>	
<p><input checked="" type="checkbox"/> ALL Teen Parent Program</p>		<p><input checked="" type="checkbox"/> ALL Teen Parent Program</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

Subgroups:(Specify)			
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Assessment of effectiveness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates continue to be below desired levels. We will continue to review and revise incentives to maximize impact. <input type="checkbox"/> Although provision of bus passes seems to increase the attendance rates of some students, overall attendance rates continue to be below desired levels <input type="checkbox"/> There have been mixed results with CTE course offerings in terms of impact on student engagement, behavior and attendance. Student follow through related to extension of the school day is less than desirable. We will continue to monitor CTE course offerings and their effectiveness. <input type="checkbox"/> The Career Ed Specialist provides ‘value added’ activities and experiences for students. Ongoing monitoring is required to insure that offerings are high interest and relevant to our student population. <input type="checkbox"/> 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 <input type="checkbox"/> 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. An academic counselor was hired this year. <input type="checkbox"/> Some students are benefitting from services – we would like to see this expanded to more students and include support for staff in managing difficult classroom behaviors. <input type="checkbox"/> 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. <input type="checkbox"/> Services to teen parents and high quality childcare have had a positive impact on outcomes for these students and their children. <p>All actions and services described above will continue to be a high priority for the department moving forward. All goals in this area will remain in place. As a result of review of past progress, the following changes are reflected in the 3 year plan:</p>		

- Consider expansion of contracts with CBOs to increase mental health counseling services and expand use of restorative practices.

Original GOAL from prior year LCAP:	Goal 3: Students will receive focused ELD instruction aligned to their proficiency levels.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: ELD
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Expected Annual Measurable Outcomes:	<p>There will be a 2% increase in students attaining English proficiency, as measured by CELDT</p> <p>There will be an increase of 2% of ELD students meeting reclassification criteria</p>	Actual Annual Measurable Outcomes:	<p>2012-13: CELDT data indicates that 38% of Community School students attained English proficiency and 66% of Court School students attained English proficiency</p> <p>2013-14: CELDT data indicates that 49% of Community School students attained English proficiency and 73% of Court School students attained English proficiency</p> <p>2012-13: No ELD students met reclassification criteria</p> <p>2013-14: No ELD students met reclassification criteria</p> <p>2014-15: Four ELD students met reclassification criteria</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Continue to provide an ELD teacher to provide focused ELD instruction. Increase ELD services Utilize instructional strategies that support all levels of ELD. Provide intervention support for identified English Learners.</p>	<p>Continue to provide Increase ELD services. \$66,652 (Title I and Title III) \$60,142 (LCFF)</p>	<p>ELD services continue to be provided and have been expanded to increase service to students.</p>	<p>\$66,767 (R0242) Included with HQ</p>
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		Assessment of effectiveness: Although 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.	
Scope of service: ELs Program Wide		Scope of service: ELs Program Wide	
ALL		ALL	
OR: —Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)		OR: —Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	

Purchase ELD CC aligned instructional and supplemental materials to support appropriate ELD instruction and differentiation	Begin purchase of ELD CC aligned instructional and support materials \$25,000 (LCFF)	ELD teacher committee will be convened to review possible materials Assessment of effectiveness: No materials were purchased in the 2014-15 school year. This needs to be a priority for 2015-16	No expenditures to date
Scope of service: ELs Program Wide		Scope of service: ELs Program Wide	
—ALL		—ALL	
OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)		OR: — Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	

<p>Provide professional development for CC ELD implementation and training on new curriculum</p>	<p>Provide professional development for CC ELD implementation and training on new curriculum (cost reflected above)</p>	<p>ELD teachers have participated in a variety of professional development trainings, both single session and series</p> <p>Assessment of effectiveness: We need to continue to monitor the impact staff professional development is having on student outcomes.</p>	<p>Reflected in ELD services expenditures above</p>
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Scope of service:	ELs Program Wide		Scope of service:	ELs Program Wide	
ALL			ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		
Continue to provide CELDT testing coordinator		Continue to provide support for administration of the CELDT. Provide access to related professional development (cost reflected above)	Support continues to be provided for administration of the CELDT. Access to related professional development is being offered. Assessment of effectiveness: Administration of CELDT runs smoothly – process appears to be working well.		Reflected in ELD services expenditures above

Scope of service:	ELs Program Wide		Scope of service:	ELs Program Wide	
ALL			ALL		
OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		

<p>Improve system for monitoring and reclassification of English Learner students</p>	<p>Improve system for monitoring and reclassification of English Learner students (cost reflected above)</p>	<p>ELD teacher team has begun the process of improving the system for monitoring and reclassification of English Learner students</p> <p>Assessment of effectiveness: Work has begun on the system for reclassification but work needs to continue on the focus of reclassification of students</p>	<p>Reflected in ELD services expenditures above</p>
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				needs to be a priority.	
Scope of service:	ELs Program Wide		Scope of service:	ELs Program Wide	
ALL			ALL		
OR: ___ Low Income pupils <u> X </u> English Learners ___ Foster Youth <u> X </u> Redesignated fluent English proficient Other Subgroups:(Specify)			OR: ___ Low Income pupils <u> X </u> English Learners ___ Foster Youth <u> X </u> Redesignated fluent English proficient ___ Other Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Assessment of effectiveness: <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> No materials were purchased in the 2014-15 school year. This needs to be a priority for 2015-16 <input type="checkbox"/> We need to continue to monitor the impact staff professional development is having on student outcomes. <p>All actions and services described above will continue to be a high priority for the department moving forward. All goals in this area will remain in place. There are no changes in actions or services.</p>			

Original GOAL from prior year LCAP:	Goal 4: Employ a wide range of strategies to encourage parent involvement.	Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All (unless indicated) Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>There will be an increase of 2% of parents reporting that they see themselves as a partner in their child's educational experience</p> <p>There will be an increase of 2% of parents attending the Community School Spring ILP conference. ILP conferences will be implemented at Probation Camp.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>2013-14: 85% of parents reported seeing themselves as a partner in their child's education 2014-15: 94% of parents reported seeing themselves as a partner in their child's education</p> <p>2013-14: 63% of Community School parents attended the Spring 2014 Individual Learning Plan (ILP) conference with their child's teacher 2014-15: 58.2% of Community School parents attended the Spring Individual Learning Plan (ILP) conference with their child's teacher 2014-15: 61.5% of parents attended Individual Learning Plan (ILP) conferences at Probation Camp (baseline)</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide outreach for parents	Increase attendance/truancy support staff personnel to allow for increased bilingual parent outreach. \$30,450 (LCFF)	Still being evaluated – department is considering the addition of a bilingual parent liaison position.	No expenditures to date

		Assessment of effectiveness: Parent outreach efforts need to increase. It is hoped that a case management approach will improve outcomes.	
Scope of service:	Community School & Camp	Scope of service:	Community School & Camp
ALL		ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	

Translate all materials- provide school communications in the home language, provide bilingual services for parent meetings. Increase bilingual school/community liaison services	Continue bilingual staff to translate all materials and school communications Continue to provide bilingual services for parent meetings. (Cost reflected above)	Bilingual staff continues to be provided to translate all materials and school communications. Translation for parent meetings and communication continues to be provided. Assessment of effectiveness: Translation services (both oral and written) are meeting program needs.	Costs reflected in HQ S & B
—	—	—	—
Scope of service:	Program Wide	Scope of service:	Program Wide
ALL		ALL	

OR:

Low Income pupils English Learners
Foster Youth Redesignated fluent
English proficient
Other Subgroups:(Specify)

OR:

Low Income pupils English Learners
Foster Youth Redesignated fluent
English proficient Other
Subgroups:(Specify)

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Assessment of effectiveness:

- Parent outreach efforts need to increase. It is hoped that a case management approach will improve outcomes.
- Translation services (both oral and written) are meeting program needs.

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

- Consider expansion of contracts with CBOs to include work with parents/families

Original GOAL
from prior
year LCAP:

Goal 5: Students will feel safe and secure at school

Related State and/or Local

Priorities:

1_X 2__ 3__ 4__ 5__ 6_X

7__ 8_X

COE only: 9__ 10__

Local : Specify

Goal Applies to:

Schools: Community School
Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes:</p>	<p>Community School suspension rates will decrease by 2%</p> <p>As measured by CHKS and other surveys, student report of high levels of school connectedness will increase by 2%</p> <p>As measured by CHKS and other surveys, student report of high levels of school caring relationships with adults will increase by 2%</p> <p>As measured by CHKS and other surveys, student report of high levels of high expectations</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>2012-13: Community School suspension rate was 41.5%</p> <p>2013-14: Community School suspension rate was 22%</p> <p>2013-14: 20% of Community School students reported having a high level of school connectedness</p> <p>2014-15: 39.7% (23 of 58) of Community School students reported having a high level of school connectedness</p> <p>2014-15: 25% (2 of 8) of Probation Camp students reported having a high level of school connectedness</p> <p>2013-14: 25% of Community School students</p> <p>2014-15: 43.1% (25 of 58) of Community School students reported having high levels of caring relationships with adults in school</p> <p>2014-15: 62.5% (5 of 8) of Probation Camp students reported having high levels of caring relationships with adults in school</p> <p>2013-14: 28% of Community School students reported having high levels of high expectations from adults at school.</p>
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from adults at school will increase by 2%

As measured by CHKS and other surveys, student report of high levels of meaningful participation in school will increase by 2%

Continue to maintain facilities in good repair

2014-15: 48.3% (28 of 58) of Community School
2014-15 62.5% (5 of 8) of Probation Camp students reported having high levels of high expectations from adults at school

2013-14: 8% of Community School students reported having high levels of meaningful participation in school
2014-15: 12.1% (7 of 58) of Community School students reported having high levels of meaningful participation in school
2014-15: 37.5% (3 of 8) of Probation Camp students reported having high levels of meaningful participation in school

100% of facilities are reported in good repair, as reported on the FIT

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide culturally appropriate structure and support	Provide bilingual counseling services and a bilingual parent liaison (Cost reflected above)	<p>Recruitment for a bilingual counselor was unsuccessful. The addition of a bilingual parent liaison is still being considered.</p> <p>Assessment of effectiveness: Efforts to recruit a bilingual counselor need to continue, including outreach to local university program. There is a need to continue exploration of a bilingual parent liaison position.</p>	No expenditures to date
Scope of service:	Program Wide	Scope of service:	Program Wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	

<p>Create intentional collaboration with community partners</p>	<p>Continue existing contracts with community based organizations (Volunteer Center, The Center, counseling agencies and Probation) \$20,000 (Title I)</p>	<p>Contracts with community based organizations (Volunteer Center, The Center, counseling agencies and Probation) are in place.</p> <p>Assessment of effectiveness: There is a need to continue to monitor the impacts of CBO services on student outcomes.</p>	<p>\$20,000 (R3025)</p>
<p>Scope of</p>	<p>Community School</p>	<p>Scope of</p>	<p>Community School</p>

service:			service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		
Utilize Restorative Practices	Continue and possibly expand contract with Restorative Resources (cost reflected above)	Contract with Restorative Resources has been expanded to include restorative dialogue at the Community School sites and restorative conferences for students returning to district Assessment of effectiveness: Restorative dialogue groups have been well received by the students. We will continue to work to insure that it is having a meaningful impact on student outcomes. Restorative conferences for students returning to district have been highly successful.	Expenditures reflected above		
Scope of service:	Community School seat time		Scope of service:	Community School seat time	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		

<p>Promote and establish healthy relationships between adults and students</p>	<p>Continue and expand on school-community building events that promote and establish healthy relationships between adults and students \$1,000 (Lottery)</p>	<p>Existing school-community building events continue, possibilities for additional events are being explored</p> <p>Assessment of effectiveness: More progress needs to be made in this area. Ideas have been formulated but an action plan needs to be developed.</p>	<p>\$1,000 (R1100)</p>
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Scope of service: Community School seat time		Scope of service: Community School seat time	
X ALL		ALL	
OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
Provide academic counseling focused on a case management system	Provide academic counseling in the Community School program (cost reflected above)	School counselor has been hired Assessment of effectiveness: There seems to be a high level of student connectedness to the school counselor and the services provided.	Expenditure reflected in HQ S&B
Scope of service: Program Wide		Scope of service: Program Wide	
X ALL		X ALL	
OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
Provide mental health counseling services to students and families	Continue to provide mental health counseling services (cost reflected above)	Mental health counseling services continue to be provided via contracts with Support Our Students and Petaluma Learning and Guidance Assessment of effectiveness: 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	Expenditures reflected above

		and retained.		
Scope of service:	Program Wide		Scope of service:	Program Wide
<u>X</u> ALL			<u>X</u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)	
Provide safe school facilities		Continue to maintain school facilities in good repair \$79,689 (LCFF)	School facilities continue to be maintained in good repair Assessment of effectiveness: SCOE maintenance department is highly responsive to program needs. This is evident in the condition of program facilities.	\$62,596 (R0242) \$7,150 (R8150) \$69,746 Total
Scope of service:	Community School		Scope of service:	Community School
<u>X</u> ALL (Community School)			<u>X</u> ALL (Community School)	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Assessment of effectiveness: <ul style="list-style-type: none"> <input type="checkbox"/> Efforts to recruit a bilingual counselor need to continue, including outreach to local university programs. There is a need to continue exploration of a bilingual parent liaison position. <input type="checkbox"/> There is a need to continue to monitor the impact of CBO services on student outcomes. <input type="checkbox"/> 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. Restorative conferences for students returning to district have been highly successful.

- More progress needs to be made in the area of school-community building events. Ideas have formulated but an action plan needs to be developed.

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

- Consider expansion of contracts with CBOs to increase mental health counseling services and expand use of restorative practices.

Original GOAL from prior year LCAP:	Maintain countywide collaborative process for developing/revising a plan to address educational services for expelled youth, provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program.		Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 <u>X</u> 10___ Local : Specify	
Goal Applies to:	Schools : Applicable Pupil Subgroups:	Expelled youth All expelled youth		
Expected Annual Measurable Outcomes:	Educational services are provided to 100% of qualifying expelled students	Actual Annual Measurable Outcomes:	Educational services continue to be provided to 100% of qualifying expelled students	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Explore with districts the possibility of incorporating restorative practice into expulsion rehabilitation plans</p> <p>Continue to explore options for expelled Special Day Class students and students with Emotional-Behavioral Disturbance</p> <p>Address transportation issues for expelled students who have to travel long distances to get to the SCOE program</p> <p>Address gap in services for expelled 6th grade students</p>	<p>Supplemental pay for consultant work to coordinate required review and revision of county-wide 922 Plan \$2733 (LCFF)</p>	<p>Consultant to coordinate required review and revision of county-wide 922 Plan is in place. Plan was reviewed and revised for June 2015 update.</p>	<p>\$2733 (R0241)</p>
<p>Scope of service: Expelled youth</p> <p>X ALL</p> <p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p> <p>English proficient Other Subgroups:(Specify)_Expelled Youth</p>		<p>Scope of service: Expelled youth</p> <p>X ALL</p> <p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p> <p>English proficient Other Subgroups:(Specify)_Expelled Youth</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No changes in actions, services or expenditures have been made as a result of reviewing past progress. No changes have been made to the goals.</p>		

Original GOAL from prior year LCAP:	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	Related State and/or Local Priorities: 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — COE only: 9 — 10 <u>X</u> Local : Specify
Goal Applies to:	Schools : Applicable Pupil Subgroups: Foster youth All foster youth	
Expected Annual Measurable Outcomes:	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.	Actual Annual Measurable Outcomes: <input type="checkbox"/> In the 2012-13 school year there were 32 foster youth identified as eligible to complete a high school program. Of these 32 foster youth, 38% completed a high school program by September 1, 2013 <input type="checkbox"/> 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 first semester of 2014-15, 97% of record transfers for foster youth were made within 24 hours. Of the 292 requests received, 9 took longer than 24 hours.

LCAP Year: 2014-15

Planned Actions/Services

Actual Actions/Services

Budgeted
Expenditures

Estimated
Actual Annual
Expenditures

<p>The Foster Youth Services Coordinator will work with Human Services to:</p> <ul style="list-style-type: none"> • Minimize changes in school placement, • Support provide educational status and progress of FY to child welfare agencies, • Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services • Establish a mechanism for efficient and quick transfer of health and education records to schools • Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court. • Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services 	<p>The FYS Coordinator, tutoring services, school supplies and professional development materials are currently funded through the state-wide FYS grant. This grant funding is expected to remain unchanged for 14-15. It is expected that a new grant cycle will begin 2015 and provide funding through 2018. \$117,886 (FYS Grant)</p>	<p>2013-14</p> <ul style="list-style-type: none"> □ The SCOE FYS program provided weekly 1:1 tutoring sessions to 53 youth during the 2013-14 school year. □ 90 student records transferred, transfers occurred within 48 hours, □ The FYS Coordinator participated in 177 special education support tasks, 23 Team Decision Making Meetings, 1 Section 504 Meeting, and 4 Student Study Team Meetings. □ The FYS Coordinator provided 18 professional development/training sessions, and provided daily 1:1 technical support. 	<p>\$117,886 (R7366)</p>
<p>Scope of service:</p>	<p>Foster Youth</p>	<p>Scope of service:</p>	<p>Foster Youth</p>
<p>ALL</p>		<p>ALL</p>	

OR:
Low Income pupils English Learners
 Foster Youth Redesignated fluent
English proficient Other
Subgroups:(Specify)

OR:
Low Income pupils English Learners
 Foster Youth Redesignated fluent
English proficient Other
Subgroups:(Specify)

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Assessment of effectiveness:

- The Foster Focus data system is being used, and the Foster Youth Coordinator is focusing on working collaboratively with school districts to collect the school demographic information that will allow more accurate accounting of the youth who are of graduation age and those who reach that goal.

No changes in actions, services or expenditures have been made as a result of reviewing past progress. No changes have been made to the goals.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 797,074
Using the calculation provided by the state The Sonoma County Office of Education (SCOE) has calculated that it will receive \$ 547,379 in Supplemental funding and \$ 249,695 in Concentration funding under the Local Control Funding Formula (LCFF). The detail of these expenditures are itemized in the plan and include mental health and academic counseling, behavior specialist support, program specialist support, academic tutoring, intensive instruction, restorative practice support, instructional coaching, professional development and technology upgrades. Since our unduplicated student population count is 60%, all of these actions and services are being performed on a program-wide/district-wide basis.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met

using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.73	%
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Using the FCMAT calculation tool, the proportionality percentage has been calculated at 5.73 (revised to 2.16%)%. We are offering our EL students focused ELD instruction, support and intervention services in addition to the services we are providing to all students. These services provide an increase in services of 9.07%, which is above the required percentage of 5.73%. This calculation was determined by taking the staffing cost related to providing EL services and dividing by the staffing cost of providing the base program to all students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or

die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).