

Local Control and Accountability Plan

Nevada County Superintendent of Schools

July 1, 2016 – June 30, 2019



The Nevada County Superintendent of Schools Office serves a predominantly rural population. The most recent data from the 2010 census indicated that Caucasians make up 91.4% of the county population. The remainder of the population includes Hispanic (8.5%), Asian (1.2%), African American (.4%), and Native American (1.1%). The County covers an area of 958 square miles and is best known for its rich cultural heritage related to the Gold Rush and the current arts community.

Each of our dedicated and valuable staff members plays an important role in providing the best educational opportunities possible, serving students countywide in alternative education and special education programs. Our alternative education programs include Earle Jamieson Education Options for students who have been expelled, or referred through Probation or the County SARB Board, and Sugarloaf Mountain High School at our Juvenile Hall facility ran in partnership with the Nevada County Probation Department. The COE also provides Special Education programs and services for students with severe disabilities for all of the districts in our county. Additionally, we are honored to provide exemplary service and educational support to our Native American students, and our Foster Youth students, as well as providing transitional support and Independent Living Skills training to youth who are aging out of the foster youth system.

Because of the fluidity of our student population, we rely more on local formative assessment data and individual student outcomes than state testing to assess student growth. The following metrics are not applicable to our program and student population: A-G requirements, EAP, and AP testing. Additionally, we are not addressing API targets or CAHSEE results as they are not applicable at this time.

Our goal to prepare students for college and career readiness will be accomplished through fiscal and curricular accountability, support to our school districts and charter schools, developing partnerships with stakeholders including parents, students, business community, and other county agencies, and hiring and training dedicated, innovative and creative staff members. We are dedicated to creating partnerships and programming that will support engaging and safe learning environments for our students.

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

Introduction:

LEA: Nevada County Superintendent of Schools Contact (Name, Title, Email, Phone Number): Shar Johns, Associate Superintendent, sjohns@nevco.org, 530-478-6400 x205
LCAP Year: 2015

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
The Nevada County Superintendent of Schools (NCSOS) provides educational services for students in our court and community schools, Sugarloaf Mountain Juvenile Hall Program and Earle Jamieson Educational Options. Stakeholder involvement in the development of our goals was sought and gathered in a variety of ways. NCSOS does not have a bargaining unit for teachers or classified staff in our Alternative Education programs.	
10/21/15: Presentation to the NCSOS Board of Trustees on goals and metrics regarding Foster Youth.	Board unanimously supported the idea that the following metrics to be added to the Foster Youth goal: % of FY earning a HS diploma, and attendance rates.
10/28/15: Parent Advisory Group – Presentation to the Sugarloaf and Earle Jamieson School site Council – overview of plan and discussion of current goals and metrics. This group includes representatives from the following groups: teachers, administrator, students, parents, community members, foster youth, probation.	Parent Advisory Group unanimously agreed to add the following metrics to the FY Goal: % of FY earning a HS diploma, and attendance rates. Additionally they agreed to combine goals 1 and 2 into one goal reflecting student achievement, while maintaining current metrics reflecting student outcome growth.
11/18/15: Presentation to the NCSOS Board of Trustees to discuss the possibility of combining goals 1 and 2 into one student achievement goal.	Board unanimously supported the idea to combine goals 1 and 2 into a single goal reflecting student achievement.
1/20/16: Presentation to the NCSOS Board of Trustees, update on expenditures related to supplemental and concentration funds.	Informational only
3/15/16: Foster Youth (Youth in Placement Action Team) YPAT meeting that includes students, caseworkers, and representatives from county agencies and the courts. Opportunity for students to discuss issues related to FY services and needs.	Students expressed need to have more support in tutoring and one-on-one assistance in the classroom, as well as academic counseling to assist in reaching educational goals.
3/16/16: Parent Advisory Group – Presentation to the Sugarloaf and Earle Jamieson School site Council – overview of plan and discussion of current goals and metrics and aligning goals from SPSA.	Current goals discussed and supported by PAG. Suggestion was made to add metric to goal 4 to measure number of graduates.
March and April 2016 – Student and Parent surveys distributed	Survey results indicated the need to continue transportation assistance and provide opportunities for credit recovery. Students overwhelmingly expressed graduation as a goal.

3/30/16: Foster Youth Services Coordinating Program Advisory Council, made up of county and district leaders as well as community agencies including CPS, Probation, and Behavioral Health, met to discuss services and needs of foster youth .	Council discussed need to create and incorporate consistent intake procedures for all districts in the county.
May 4, 2016: LCAP draft presented to Parent Advisory Group for input.	There were no comments requiring a written response from the Superintendent in this meeting.
May 18, 2016: LCAP draft presented to NCSOS Board of Trustees	The board discussed the possibilities of increasing student access to Driver's Education opportunities as a method to improve attendance.
June 15, 2016: Public Hearing held to review LCAP draft and seek input.	
June 29, 2016: Board of Trustees approved LCAP.	
Annual Update: 10/21/15: Presentation to the NCSOS Board of Trustees on goals and metrics regarding Foster Youth.	Annual Update: Board unanimously supported the idea that the following metrics to be added to the Foster Youth goal: % of FY earning a HS diploma, and attendance rates.
10/28/15: Parent Advisory Group – Presentation to the Sugarloaf and Earle Jamieson School site Council – overview of plan and discussion of current goals and metrics. This group includes representatives from the following groups: teachers, administrator, students, parents, community members, foster youth, probation.	Parent Advisory Group unanimously agreed to add the following metrics to the FY Goal: % of FY earning a HS diploma, and attendance rates. Additionally they agreed to combine goals 1 and 2 into one goal reflecting student achievement, while maintaining current metrics reflecting student outcome growth.
11/18/15: Presentation to the NCSOS Board of Trustees to discuss the possibility of combining goals 1 and 2 into one student achievement goal.	Board unanimously supported the idea to combine goals 1 and 2 into a single goal reflecting student achievement.
12/9/15: Presentation to the NCSOS Board of Trustees, update on goals and metrics	Informational - No input from board
1/20/16: Presentation to the NCSOS Board of Trustees, update on expenditures related to supplemental and concentration funds.	Informational - No input from board
2/17/16: Update to NCSOS Board of Trustees on student progress in formative assessments and attendance rates.	Discussion of attendance concerns
3/19/16: Update to NCSOS Board of Trustees on student progress in formative assessments and attendance rates.	Informational - No input from board
4/20/16: Update to NCSOS Board of Trustees on student progress in formative assessments and attendance rates	Informational - No input from board

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

1) Fully credentialed staff	LEA-wide	<input checked="" type="checkbox"/> ALL	1) \$101,210 LCFF Base, Salaries/Benefits \$163,030 EPA, Salaries/Benefits \$230,783 Title I, Salaries/Benefits
2) New teachers participate in BTSA as applicable			2) \$0 (No new teachers)
3) Provide ongoing Professional Development to address CCSS curriculum development and instructional strategies, career and vocational curriculum, blended learning strategies.			3) \$5,000 LCFF Base, Services
4) Continue weekly collaboration time to incorporate project based learning strategies and data analysis			4) Included in Goal 1, Action 1, LCFF Base
5) Provide CCSS aligned curriculum and materials			5) \$1,500 LCFF Base, Services
6) Maintain Independent Learning contracts to assess program and progress			6) Included in Goal 1, Action 1, LCFF Base
7) Maintain technology-based curriculum to meet individual student needs, including Study Island and Adaptive Intervention Solutions			7) \$5,000 LCFF Base, Materials/Supplies \$5,000 LCFF S/C, Materials/Supplies and Services
8) Continue Summer School/Intersession for credit recovery	LEA-wide	<input type="checkbox"/> ALL	8) \$7,297 LCFF S/C, Salaries/Benefits and Services
9) Provide additional tutoring as needed			9) \$5,882 LCFF S/C
10) Provide school supplies			10) \$550 LCFF Base, Materials/Supplies \$8,713 LCFF S/C, Materials/Supplies
11) Support with Driver's education as applicable			11) \$1,000 LCFF S/C, Services
12) Educational and career guidance counseling Access to vocational education activities			12) \$5,000 LCFF S/C, Services
13) Purchase ELD Curriculum/Primary language curriculum as needed			13) \$1,500 LCFF S/C, Materials/Supplies

14) Monitor assessment data to support and sustain the educational success of foster youth			14) \$3,201 LCFF S/C, Services
15) Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services	LEA-wide	<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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Student with Disabilities</u>	15) \$33,637 LCFF Base, Services

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>A. CAASPP state testing - Increase percentage of students meeting/exceeding standards in ELA to 29% and in Math to 18.5%. B. EL students will improve toward proficiency as measured by CELDT scores C. 79% of students will show evidence of earning at least .3 credits per day broad course of study toward HS graduation and course completion, including unduplicated students and student with exceptional needs. D. Renaissance STAR Reading scores will increase to 69% proficiency. Renaissance STAR Math scores will increase to 72% proficiency. E. Maintain EL Reclassification rate as applicable F. Maintain 100% Highly qualified teachers with no misassignments G. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards, to support implementation of adopted state standards.</p> <p>** A-G req, EAP, AP testing are not applicable to our alternative education program due to the fluidity of our student population and nature of the alternative program. API is no longer applicable.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Fully credentialed staff	LEA-wide	<input checked="" type="checkbox"/> ALL	1) \$105,547 LCFF Base, Salaries/Benefits \$169,695 EPA, Salaries/Benefits \$240,283 Title I, Salaries/Benefits
2) New teachers participate in BTSA as applicable		OR:	2) \$0 (No new teachers)

3) Provide ongoing Professional Development to address development of curriculum and strategies to address NGSS, career and vocational curriculum, blended learning strategies		<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)_____	3) \$5,000 LCFF Base, Services
4) Continue weekly collaboration time to incorporate data-driven instructional strategies and data analysis			4) Included in Goal 1, Action 1, LCFF Base
5) Provide CCSS aligned curriculum and materials			5) \$1,500 LCFF Base, Services
6) Maintain Independent Learning contracts to assess program and progress			6) Included in Goal 1, Action 1, LCFF Base
7) Maintain technology-based curriculum to meet individual student needs, including Study Island and Adaptive Intervention Solutions			7) \$7,500 LCFF Base, Materials/Supplies \$1,860 LCFF S/C, Materials/Supplies and Services
8) Continue Summer School/Intersession for credit recovery	LEA-wide	<input type="checkbox"/> ALL	8) \$8,170 LCFF S/C, Salaries/Benefits and Services
9) Provide additional tutoring as needed		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	9) \$5,908 LCFF S/C
10) Provide school supplies			10) \$550 LCFF Base, Materials/Supplies \$8,713 LCFF S/C, Materials/Supplies
11) Support with Driver's education as applicable			11) \$1,000 LCFF S/C, Services
12) Educational and career guidance counseling Access to vocational education activities			12) \$5,000 LCFF S/C, Services
13) ELD Curriculum/Primary language curriculum as needed			13) \$1,500 LCFF S/C, Materials/Supplies

<p>14) Monitor assessment data to support and sustain the educational success of foster youth</p>			<p>14) \$3,500 LCFF S/C, Services</p>
<p>15) Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p>	<p>15) \$33,637 LCFF Base, Services</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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students w/Disabilities</u></p>	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- A. CAASPP state testing - Increase percentage of students meeting/exceeding standards in ELA to 30% and in Math to 23.5%.
- B. EL students will improve toward proficiency as measured by CELDT scores
- C. 80% will show evidence of earning at least .3 credits per day broad course of study toward HS graduation and course completion, including unduplicated students and student with exceptional needs.
- D. Renaissance STAR Reading scores will increase to 70% proficiency. Renaissance STAR Math scores will increase to 73% proficiency.
- E. Maintain EL Reclassification rate as applicable
- F. Maintain 100% Highly qualified teachers with no misassignments
- G. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards, to support implementation of adopted state standards.

** A-G req, EAP, AP testing are not applicable to our alternative education program due to the fluidity of our student population and nature of the alternative program. API is no longer applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Fully credentialed staff	LEA-wide	<u> X </u> ALL	1) \$110,059 LCFF Base, Salaries/Benefits \$176,592 EPA, Salaries/Benefits \$250,163 Title I, Salaries/Benefits
2) New teachers participate in BTSA as applicable		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2) \$0 (No new teachers)
3) Continue ongoing Professional Development to address standards implementation and alternative instructional strategies.		3) \$5,000 LCFF Base, Services	
4) Provide weekly collaboration time to incorporate data-driven instructional strategies		4) Included in Goal 1, Action 1, LCFF Base	
5) Provide CCSS aligned curriculum and materials		5) \$1,500 LCFF Base, Services	
6) Maintain Independent Learning contracts to assess program and progress		6) Included in Goal 1, Action 1, LCFF Base	
7) Maintain technology-based curriculum to meet individual student needs, including Study Island and Adaptive Intervention Solutions		7) \$7,500 LCFF Base, Materials/Supplies \$1,490 LCFF S/C, Materials/Supplies and Services	

8) Continue Summer School/Intersession for credit recovery	LEA-wide	__ALL	8) \$8,239 LCFF S/C, Salaries/Benefits and Services
9) Provide additional tutoring as needed		OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	9) \$6,000 LCFF S/C
10) Provide school supplies			10) \$550 LCFF Base, Materials/Supplies \$8,713 LCFF S/C, Materials/Supplies
11) Support with Driver's education as applicable			11) \$1,000 LCFF S/C, Services
12) Educational and career guidance counseling Access to vocational education activities			12) \$5,000 LCFF S/C, Services
13) ELD Curriculum/Primary language curriculum as needed			13) \$1,500 LCFF S/C, Materials/Supplies
14) Monitor assessment data to support and sustain the educational success of foster youth			14) \$3,800 LCFF S/C, Services
15) Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services	LEA-wide	__ALL	15) \$33,637 LCFF Base, Services
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X_Other Subgroups:(Specify) <u>Students w. disabilities</u>	

GOAL:	2) All students will be educated in learning environments that are engaging, safe, drug free, and conducive to learning. This includes providing a well-rounded course of study, healthy meals, positive intake and release procedures, behavior intervention strategies, increased parent involvement, and improved attendance rates.		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Need: Students in our Alternative Education program are placed through Probation, SARB, or expulsion. They have all struggled to find success in a comprehensive school setting. Based on surveys and intake data, many have little or no support at home and are distrustful of the educational process. A high chronic absenteeism rate and disruptive behaviors in the classroom are indicators of a need to increase positive behavior supports to ensure a safe and healthy learning environment where students want to come to school and learn. Metrics: Monthly discipline logs, parent and student Surveys, suspension and expulsion rates, attendance rates, Middle School drop-out rates, parent conferences, course offerings, Well maintained facilities.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	A. Increase ADA by 1% to 84.8% B. Maintain low suspension rate to less than 25 incidents a year. C. Decrease chronic absenteeism by 2% to 21% D. Monitor and maintain low expulsion rates to <1% E. Monitor and maintain low MS drop-out rates to <1% F. Increase parent participation by 5% including representation from parents of special needs and unduplicated pupils through conferencing, surveys, and intake procedures G. Monitor and maintain Exemplary/ Good Overall Ratings in facilities review H. Monitor and maintain positive sense of school connectedness based on annual student surveys **Due to the fluidity of our student population and lack of a student cohort, HS drop-out rates and HS graduation rates are not applicable metrics, however, we are tracking data on the number of graduates we have each year from our programs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide Professional Development and curriculum to promote positive school climate, including safety training, drug and gang information, and social/emotional learning strategies.	LEA-wide	<u>X</u> ALL	1) \$1,000 LCFF Base, Services
2) Continue Non Crisis Intervention training (annual refresher) and implementation		OR: __Low Income pupils __English Learners	2) \$1,000 LCFF Base, Services

3) Positive Behavior Intervention and Support training and implementation to include data collection and positive support incentives		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3) Included with Goal 1, Action 1, LCFF Base
4) Provide specialized Food Services to encourage good nutrition and encourage school attendance			4) \$15,000 LCFF Base, Services
5) Drug Intervention Training			5) \$1,000 LCFF Base, Services
6) Transportation assistance to reduce absenteeism			6) \$2,635 LCFF Base, Services
7) Continue parent intake procedures			7) \$65,921 LCFF Base, Salaries/Benefits
8) Provide increased conferencing opportunities			8) Included with Goal 1, Action 1, LCFF Base
9) Transitional Aide support to assist with student success in classrooms			9) \$19,580 LCFF S/C, Salaries/Benefits \$6,527 Title I, Salaries/Benefits
10) Health and fitness education			10) \$2,198 LCFF Base, Salaries/Benefits \$10,000 LCFF S/C, Materials/Supplies
11) Continue Restorative practices			11) Included with Goal 1, Action 1, LCFF Base
12) Continue partnerships with county agencies for life skills, behavior management, and vocational support			12) \$15,000 In-Kind from Nevada County Behavioral Health Therapy
13) Counselor to assist in social/emotional development	LEA-wide	__ALL	13) \$72,428 LCFF S/C, Salaries/Benefits
14) Supplies and mentoring for health and hygiene needs		OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	14) \$2,000 LCFF S/C, Materials/Supplies

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- A. Increase ADA by 1% to 85.8%
- B. Maintain low suspension rate to less than 25 incidents a year.
- C. Decrease chronic absenteeism by 2% to 19%
- D. Monitor and maintain low expulsion rates to <1%
- E. Monitor and maintain low MS drop-out rates to <1%
- F. Increase parent participation by 5% including representation from parents of special needs and unduplicated pupils through conferencing, surveys, and intake procedures
- G. Monitor and maintain Exemplary/ Good Overall Ratings in facilities review
- H. Monitor and maintain positive sense of school connectedness based on annual student surveys

**Due to the fluidity of our student population and lack of a student cohort, HS drop-out rates and HS graduation rates are not applicable metrics, however, we are tracking data on the number of graduates we have each year from our programs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Continue Professional Development and curriculum to promote positive school climate, including safety training, drug and gang information, and social/emotional learning strategies.	LEA-wide	<u>X</u> ALL	1) \$1,000 LCFF Base, Services
2) Continue Non Crisis Intervention training (annual refresher) and implementation		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2) \$1,000 LCFF Base, Services
3) Positive Behavior Intervention and Support training and implementation to include data collection and positive support incentives			3) Included with Goal 1, Action 1, LCFF Base
4) Provide specialized Food Services to encourage good nutrition and encourage school attendance			4) \$15,000 LCFF Base, Services
5) Drug Intervention Training			5) \$1,000 LCFF Base, Services
6) Transportation assistance to reduce absenteeism			6) \$2,635 LCFF Base, Services
7) Continue parent intake procedures			7) \$68,528 LCFF Base, Salaries/Benefits
8) Provide increased conferencing opportunities			8) Included with Goal 1, Action 1, LCFF Base

9) Transitional Aide support to assist with student success in classrooms			9) \$20,441 LCFF S/C, Salaries/Benefits \$6,814 Title I, Salaries/Benefits
10) Health and fitness education			10) \$2,198 LCFF Base, Salaries/Benefits \$10,000 LCFF S/C, Materials/Supplies
11) Continue Restorative practices strategies			11) Included with Goal 1, Action 1, LCFF Base
12) Maintain partnerships with county agencies for life skills, behavior management, and vocational support			12) \$15,000 In-Kind from Nevada County Behavioral Health Therapy
13) Counselor to assist in social/emotional development	LEA-wide	__ALL	13) \$75,081 LCFF S/C, Salaries/Benefits
14) Supplies and mentoring for health and hygiene needs		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	14) \$2,000 LCFF S/C, Materials/Supplies

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- A. Increase ADA by 1% to 86.8%
- B. Maintain low suspension rate to less than 25 incidents a year.
- C. Decrease chronic absenteeism by 2% to 17%
- D. Monitor and maintain low expulsion rates to <1%
- E. Monitor and maintain low MS drop-out rates to <1%
- F. Increase parent participation by 5% including representation from parents of special needs and unduplicated pupils through conferencing, surveys, and intake procedures
- G. Monitor and maintain Exemplary/ Good Overall Ratings in facilities review
- H. Monitor and maintain positive sense of school connectedness based on annual student surveys

**Due to the fluidity of our student population and lack of a student cohort, HS drop-out rates and HS graduation rates are not applicable metrics, however, we are tracking data on the number of graduates we have each year from our programs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Continue Professional Development and curriculum to promote positive school climate, including safety training, drug and gang information, and social/emotional learning strategies.	LEA-wide	<u> X </u> ALL	1) \$1,000 LCFF Base, Services
2) Continue Non Crisis Intervention training (annual refresher) and implementation		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2) \$1,000 LCFF Base, Services
3) Positive Behavior Intervention and Support training and implementation to include data collection and positive support incentives			3) Included with Goal 1, Action 1, LCFF Base
4) Continue specialized Food Services to encourage good nutrition and encourage school attendance			4) \$15,000 LCFF Base, Services
5) Drug Intervention Training			5) \$1,000 LCFF Base, Services
6) Transportation assistance to reduce absenteeism			6) \$2,635 LCFF Base, Services
7) Continue parent intake procedures			7) \$71,231 LCFF Base, Salaries/Benefits
8) Provide increased conferencing opportunities			8) Included with Goal 1, Action 1, LCFF Base
9) Transitional Aide support to assist with student success in classrooms			9) \$21,053 LCFF S/C, Salaries/Benefits \$7,018 Title I, Salaries/Benefits
10) Health and fitness education			10) \$2,198 LCFF Base, Salaries/Benefits \$10,000 LCFF S/C, Materials/Supplies
11) Continue Restorative practices strategies			11) Included with Goal 1, Action 1, LCFF Base
12) Maintain partnerships with county agencies for life skills, behavior management, and vocational support			12) \$15,000 In-Kind from Nevada County Behavioral Health Therapy

13) Counselor to assist in social/emotional development	LEA-wide	<input type="checkbox"/> ALL	13) \$77,841 LCFF S/C, Salaries/Benefits
14) Supplies and mentoring for health and hygiene needs		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	14) \$2,000 LCFF S/C, Materials/Supplies

GOAL:	3) Expelled students in grades 7 – 12 will benefit from alternative educational services to increase their opportunities to successfully return to a less restrictive educational setting and graduate career or college ready.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9_ <input checked="" type="checkbox"/> 10__ Local : Specify _____	
Identified Need :	Need: Expelled students need a coordinated effort to learn problem solving and coping skills, and fill gaps in academic achievement to find success in a less restrictive educational setting. Metrics: Recidivism rate, Transition rates, Graduation rates (as applicable – although due to the fluidity of our population and lack of student cohort we do not track graduation rates, we keep data on the actual number of graduates we have each year), Transcript review			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	A. Decrease in the recidivism rate of expelled youth from 19% to 14% B. Increase in the number of successful transitions to a least restrictive environment and/or earn HS diploma to 65% C. Maintain the percent of eligible students who graduate to 95% or above.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide alternative education program for expelled		County-wide	<input checked="" type="checkbox"/> ALL	1) Included with

students with highly qualified and trained staff. NCSOS will adhere to policy and procedure to work with other county agencies to provide for the success and transition of our expelled students as related in the countywide plan for expelled youth <http://nevco.org/programs-services/alt-ed-program/>

- 1) CCSS aligned instructional materials
- 2) Access to technology driven resources and curriculum
- 3) Small group instruction
- 4) Individualized independent study opportunities
- 5) Increase available vocational education activities
- 6) Credit recovery with extended learning times
- 7) Life skills and problem solving activities

OR:

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

Goal 1, Action 5, LCFF Base

2) Included with Goal 1, Action 7, LCFF Base

3) Included with Goal 1, Action 1, LCFF Base

4) Included with Goal 1, Action 12, LCFF Base

5) Included with Goal 1, Action 12, LCFF S/C

6) Included with Goal 1, Action 1, LCFF Base

7) Included with Goal 1, Action 1, LCFF Base

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- A. 2% Decrease in the recidivism rate of expelled youth to 12%
- B. 2% Increase in the number of successful transitions to a least restrictive environment and/or earn HS diploma to 67%
- C. Maintain the percent of eligible students who graduate to 95% or above.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide alternative education program for expelled	Countywide	<input checked="" type="checkbox"/> ALL	

students with highly qualified and trained staff. NCSOS will adhere to policy and procedure to work with other county agencies to provide for the success and transition of our expelled students as related in the countywide plan for expelled youth <http://nevco.org/programs-services/alt-ed-program/>

- 1) CCSS aligned instructional materials
- 2) Access to technology driven resources and curriculum
- 3) Small group instruction
- 4) Individualized independent study opportunities
- 5) Increase available vocational education activities
- 6) Credit recovery with extended learning times
- 7) Life skills and problem solving activities

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

- 1) Included with Goal 1, Action 5, LCFF Base
- 2) Included with Goal 1, Action 7, LCFF Base
- 3) Included with Goal 1, Action 1, LCFF Base
- 4) Included with Goal 1, Action 12, LCFF Base
- 5) Included with Goal 1, Action 12, LCFF S/C
- 6) Included with Goal 1, Action 1, LCFF Base
- 7) Included with Goal 1, Action 1, LCFF Base

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- A. Maintain the recidivism rate of expelled youth to 12% or less
- B. 2% increase in the number of successful transitions to a least restrictive environment and/or earn HS diploma to 69%
- C. Maintain the percent of eligible students who graduate to 95% or above.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide alternative education program for expelled	Countywide	<input checked="" type="checkbox"/> ALL	1) Included with

students with highly qualified and trained staff. NCSOS will adhere to policy and procedure to work with other county agencies to provide for the success and transition of our expelled students as related in the countywide plan for expelled youth <http://nevco.org/programs-services/alt-ed-program/>

- 1) CCSS aligned instructional materials
- 2) Access to technology driven resources and curriculum
- 3) Small group instruction
- 4) Individualized independent study opportunities
- 5) Increase available vocational education activities
- 6) Credit recovery with extended learning times
Life skills and problem solving activities

OR:

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

Goal 1, Action 5,
LCFF Base

2) Included with
Goal 1, Action 7,
LCFF Base

3) Included with
Goal 1, Action 1,
LCFF Base

4) Included with
Goal 1, Action
12, LCFF Base

5) Included with
Goal 1, Action
12, LCFF S/C

6) Included with
Goal 1, Action 1,
LCFF Base

7) Included with
Goal 1, Action 1,
LCFF Base

GOAL:	4) Decreased disruption of educational services for foster youth after a change in residential placement and increased percentage of foster youth for whom key stakeholders have the education-related information needed to identify educational strengths, needs and necessary services, and monitor educational progress.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ <u>X</u> Local : Specify _____	
Identified Need :	<p>Need: Based on national research we understand that foster youth require improved coordination of services as they often experience delays in enrollment or appropriate placement, and may not receive partial credit toward course completion. Additionally, we realize a need based on community input to educate and inform schools and community agencies on the unique needs of foster youth.</p> <p>Metrics: changes in school placement and average amount of time for transfer of records, contacts with school or community services, % grade 12 students who receive HS diploma, Average attendance of FY countywide</p>			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All foster youth attending school in the county		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. Maintain the % of the foster youth who are suspended or expelled to >1% B. Maintain average release of school records at one day C. Increase total contacts with school and community agencies through trainings and collaborative meetings by 7% to 31 total. D. Increase % of grade 12 FY who receive their HS diploma from 73% to 75%. E. Maintain average attendance rate of FY at or above 98% F. 100% of youth who exhibit mental health issues will be referred to County Children’s Behavioral Health for assessment. G. 75% of eligible foster youth will actively participate in ILP 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures

<p>NCSOS will ensure foster youth services (FYS) program provides the education coordination to all foster youth in the county (Ed Code 42238.01).</p> <p>1. Provide Foster Youth Director:</p> <ul style="list-style-type: none"> • Provide resources and training to districts and schools which includes: directed services and training to front line office staff at each of the county schools re: intake procedures of Foster Youth, provide countywide sensitivity training regarding the needs of Foster Youth, provide countywide training on assessing and documenting partial credits earned • Work with the child welfare and other county agencies to maximize needed services and minimize changes in school placement • Work with child welfare to provide education-related information to assist in the delivery of services, including progress information that is required to be included in court reports • Work with juvenile court to ensure prompt delivery and coordination of necessary educational services. • Facilitate the prompt transfer of educational records and student health records when placement changes are necessary • Work to obtain and identify, and link children to, mentoring, tutoring, vocational training, and other services designed to enhance the educational prospects of foster children. • Refer caregivers of foster youth who have special education needs to special education programs and services <p>2. Provide Foster Youth Tutoring services</p> <p>3. Provide a Foster Youth Specialist to work specifically with the unique needs of high school students, including academic counseling to assist youth in reaching educational goals.</p>	<p>Countywide</p>	<p><u>X</u> ALL</p>	<p>1) \$57,798 Foster Youth, Salaries/Benefits</p> <p>2) \$48,479 Title I, Salaries/Benefits</p> <p>3) \$71,610 Foster Youth, Salaries/Benefits</p> <p>4) \$31,553 Independent Living, Salaries/Benefits</p>
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<p>4. Provide case worker support for the ILP program for transition-age foster youth.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>For foster youth in county operated schools: 5. Provide summer intersession for credit recovery 6. Maintain collaborative partnerships with county FY coordinator necessary to support and monitor the educational success of foster youth 7. Provide additional tutoring and transitional services 8. Access to vocational education activities</p>	<p>LEAwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5) Included with Goal 1, Action 8, LCFF S/C</p> <p>6) Included with Goal 2, Action 12, In-Kind</p> <p>7) Included with Goal 4, Action 2, Title I</p> <p>8) Included with Goal 1, Action 12, LCFF Base</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Maintain the % of the foster youth who are suspended or expelled to >1% B. Maintain average release of school records at one day C. Increase total contacts with school and community agencies by an additional 3% D. Increase % of grade 12 FY who receive their HS diploma from 75% to 77%. E. Maintain average attendance rate of FY at or above 98% F. 100% of youth who exhibit mental health issues will be referred to County Children’s Behavioral Health for assessment. G. Maintain 75% of eligible foster youth will actively participate in ILP</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>NCSOS will ensure foster youth services (FYS) program provides the education coordination to all foster youth in the county (Ed Code 42238.01).</p> <p>1) Provide Foster Youth Director</p> <ul style="list-style-type: none"> • Provide resources and training to districts and schools which includes: directed services and training to front line office staff at each of the county schools re: intake procedures of Foster Youth, provide countywide sensitivity training regarding the needs of Foster Youth, provide countywide training on assessing and documenting partial credits earned • Work with the child welfare and other county agencies to maximize needed services and minimize changes in school placement • Work with child welfare to provide education-related information to assist in the delivery of services, including progress information that is required to be included in court reports • Work with juvenile court to ensure prompt delivery and coordination of necessary educational services. • Facilitate the prompt transfer of educational records and student health records when placement changes are necessary • Work to obtain and identify, and link children to, mentoring, tutoring, vocational training, and other services designed to enhance the educational prospects of foster children. • Refer caregivers of foster youth who have special education needs to special education programs and services <p>2) Provide Foster Youth Tutoring services</p> <p>3) Provide a Foster Youth Specialist to work</p>	<p>Countywide</p>	<p><u>X</u>_ALL</p>	<p>1) \$60,011 Foster Youth, Salaries/Benefits</p> <p>2) \$49,630 Title I, Salaries/Benefits</p> <p>3) \$74,099 Foster Youth, Salaries/Benefits</p> <p>4) \$32,944 Independent Living, Salaries/Benefits</p>
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<p>specifically with the unique needs of high school students, including academic counseling to assist youth in reaching educational goals.</p> <p>4) Provide case worker support for the ILP program for transition-age foster youth.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>For foster youth in county operated schools:</p> <p>5) Provide summer intersession for credit recovery 6) Maintain collaborative partnerships with county FY coordinator necessary to support and monitor the educational success of foster youth 7) Provide additional tutoring and transitional services 8) Access to vocational education activities</p>	<p>LEAwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>5) Included with Goal 1, Action 8, LCFF S/C</p> <p>6) Included with Goal 2, Action 12, In-Kind</p> <p>7) Included with Goal 4, Action 2, Title I</p> <p>8) Included with Goal 1, Action 12, LCFF Base</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Maintain the % of the foster youth who are suspended or expelled to >1%</p> <p>B. Maintain average release of school records at one day</p> <p>C. Increase total contacts with school and community agencies by an additional 2%</p> <p>D. Increase % of grade 12 FY who receive their HS diploma from 77% to 79%.</p> <p>E. Maintain average attendance rate of FY at or above 98%</p> <p>F. 100% of youth who exhibit mental health issues will be referred to County Children’s Behavioral Health for assessment.</p> <p>G. Maintain 75% of eligible foster youth will actively participate in ILP</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>NCSOS will ensure foster youth services (FYS) program provides the education coordination to all foster youth in the county (Ed Code 42238.01).</p> <ol style="list-style-type: none"> 1. Provide Foster Youth Director <ul style="list-style-type: none"> • Provide resources and training to districts and schools which includes: directed services and training to front line office staff at each of the county schools re: intake procedures of Foster Youth, provide countywide sensitivity training regarding the needs of Foster Youth, provide countywide training on assessing and documenting partial credits earned • Work with the child welfare and other county agencies to maximize needed services and minimize changes in school placement • Work with child welfare to provide education-related information to assist in the delivery of services, including progress information that is required to be included in court reports • Work with juvenile court to ensure prompt delivery and coordination of necessary educational services. • Facilitate the prompt transfer of educational records and student health records when placement changes are necessary • Work to obtain and identify, and link children to, mentoring, tutoring, vocational training, and other services designed to enhance the educational prospects of foster children. • Refer caregivers of foster youth who have special education needs to special education programs and services 2. Provide Foster Youth Tutoring services 3. Provide a Foster Youth Specialist to work specifically with the unique needs of high school students, including academic counseling to assist 	<p>Countywide</p>	<p><u>X</u> ALL</p>	<p>1) \$62,307 Foster Youth, Salaries/Benefits</p> <p>2) \$51,469 Title I, Salaries/Benefits</p> <p>3) \$75,782 Foster Youth, Salaries/Benefits</p> <p>4) \$34,386 Independent Living, Salaries/Benefits</p>
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<p>youth in reaching educational goals.</p> <p>4. Provide case worker support for the ILP program for transition-age foster youth.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>5. Provide summer intersession for credit recovery</p> <p>6. Maintain collaborative partnerships with county FY coordinator necessary to support and monitor the educational success of foster youth</p> <p>7. Provide additional tutoring and transitional services</p> <p>8. Access to vocational education activities</p>	<p>LEAwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>5) Included with Goal 1, Action 8, LCFF S/C</p> <p>6) Included with Goal 2, Action 12, In-Kind</p> <p>7) Included with Goal 4, Action 2, Title I</p> <p>8) Included with Goal 1, Action 12, LCFF Base</p>

Expected Annual Measurable Outcomes:

- A. Meet or exceed growth API target as applicable – data not yet available
- B. Baseline data will be established this year on the CAASPP state testing.
- C. Improve baseline achievement on local assessments by 1% annually.
- D. EL students will improve toward proficiency as measured by CELDT scores.
- E. 65% will show evidence of earning at least .3 credits per day in a broad course of study toward HS graduation and course completion, including unduplicated students and student with exceptional needs.
- F. Maintain 100% improvement in foundational scores to pass the CAHSEE in ELA
- G. Increase pass rate on CAHSEE to 70% in ELA
- H. Maintain EL Reclassification rate
- I. Maintain 100% Highly qualified teachers with no misassignments
- J. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards, to support implementation of adopted state standards.

** A-G req, EAP, AP testing are not applicable to our alternative education program due to the fluidity of our student population.

Actual Annual Measurable Outcomes:

We are pleased with the outcome of our students this year in their overall growth and achievement and the actions and services we put in place. Because of the fluidity of our student population, we rely more on local formative assessment data and individual student outcomes than state testing to assess student growth, which has shown significant growth. Due to the nature of our program, students come to us behind academically and struggling to keep up. For this reason we rely more heavily on growth outcomes while they are with us, than state tests which indicate learning outcomes prior to their arrival.

- A. Meet or exceed growth API target as applicable - data not yet available
- B. Baseline on CAASPP Assessment established – 19% met or exceeded standards
- C. Improve baseline (67%) achievement on local assessments by 1% annually –We increased to 70% in Star Reading assessments
- D. EL students will improve toward proficiency as measured by CELDT scores – N/A no EL students
- E. 65% will show evidence of earning at least .3 credits per day -77% of our students earned required daily credits
- F. Maintain 100% improvement in foundational scores to pass the CAHSEE in ELA – No longer applicable
- G. Increase pass rate on CAHSEE to 70% in ELA – no longer applicable
- H. Maintain EL Reclassification rate – N/A no EL students
- I. Maintain 100% Highly qualified teachers with no misassignments – 100% of teachers are highly qualified and appropriately assigned
- J. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards, to support implementation of adopted state standards – All students have access to appropriate standards aligned instructional materials.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1) Fully credentialed staff	\$118K LCFF base salaries and benefits, \$106K Title I	All staff fully credentialed	1) \$148,631 LCFF Base, Salaries/Benefits \$115,755 Title I, Salaries/Benefits
2) New teachers participate in BTSA	\$1K LCFF base	There were no new teachers needing BTSA	2) \$0
3) Provide ongoing Professional Development to assist in instructional strategies and CCSS and ELD standards implementation	\$1K LCFF base	Professional Development provided – CAASPP, CPI, mental health training, curriculum development, drug/gang information, growth mindset, social/emotional learning	3) \$1,218 LCFF Base, Services
4) Provide collaboration time aligned with common core instructional strategies	Included in salaries/benefits above	Weekly collaboration time provided with early release days aligned with CCSS instructional strategies	4) Included with Goal 1, Action 1, Title I
5) Provide CCSS aligned curriculum and materials	\$1K services LCFF base	CCSS aligned curriculum and materials in all classrooms	5) \$905 LCFF Base, Materials/Supplies
6) Independent Learning contracts	included in salaries above	All Edge students provided Independent Learning contracts	6) Included with Goal 1, Action 1, LCFF Base
7) Individual assistance/tutoring	\$10K LCFF base, \$3K Title I	We did not hire additional tutors this year as it was provided by classroom staff or within student's IEP.	7) \$0
8) Technology-based curriculum	\$1K services	Free Apps for IPADs were provided	8) \$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

9) Summer School/Intersession	\$4k salaries/benefits, \$2k services LCFF Supp/Conc	Summer School/Intersession was held from June 10, 2015 to June 30, 2015.	9) \$2,000 LCFF S/C, Salaries/Benefits, \$200 Services
10) Additional tutoring, Inst Asst	\$3K LCFF Supp/Conc	Additional tutoring provided with instructional assistant	10) Included with Goals 1 & 2, Action 1, LCFF Base/Title I
11) Provide necessary school supplies	\$3K supplies – LCFF Supp/Conc	All supplies provided	11) \$212 LCFF S/C, Materials/Supplies
12) Support with Driver’s education	\$1K services– LCFF Supp/Conc	Support with Driver’s education provided for students who qualified	12) \$125 LCFF S/C, Services
13) Educational and career guidance counseling, Access to vocational education activities	\$3K services – LCFF Supp/Conc	Educational and career guidance counseling and access to vocational education activities provided through Career Cruising and Road Trip Nation software	13) Included with Goals 1 & 2, Action 1, LCFF Base/Title I
14) Provide additional assessment as needed to increase student achievement in ELA.	\$2K services – LCFF Supp/Conc	Provided additional assessment as needed to determine need and increase student achievement in ELA, including STAR Renaissance.	14) Included with Goals 1 & 2, Action 1, LCFF Base/Title I
15) ELD Curriculum/Primary language curriculum	\$500 services – LCFF Supp/Conc	We did not have any EL students this year. ELD/Primary language curriculum was not required this year	15) \$0
16) Technology and software support	\$6k services – LCFF Supp/Conc	Wireless projector and computer for instruction were purchased	16) \$ 790 LCFF S/C, Materials/Supplies
17) Monitor data to support and sustain the educational success of foster youth	included in salaries/benefits above	Focus on academic support for foster youth provided with staff support	17) Included with Goal 1, Action 1, LCFF Base Salaries/Benefits
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services</p>		<p>\$15K – LCFF other</p>	<p>All students with disabilities participated in general education program and were provided extra services as required by their IEP. Special education needs and support services increased.</p>	<p>\$ 30 LCFF Base, Direct service support</p>
<p>Scope of service:</p>	<p>LEA-wide</p>		<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students w/disabilities</u></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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students w/disabilities</u></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>We are pleased with the outcome of our students this year in their overall growth and achievement and the actions and services we put in place. We realize that it would be more effective to combine our student achievement goals into one going forward, so we will combine goals 1 and 2 into one student achievement goal. We will, however, continue to track assessment data specific to ELA and Math standards. Additionally, we plan to extend our Study Island online contracts to allow for enhanced blended learning opportunities to focus specifically on gaps in ELA and Math learning.</p>		

Original GOAL from prior year LCAP:	2) All students will improve their Math proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> A. Meet or exceed growth API target as applicable B. Baseline data will be established this year on the CAASPP state testing. C. Improve baseline achievement on local assessments by 1% annually. D. EL students will improve toward proficiency as measured by CELDT scores. E. 65% will show evidence of earning at least .3 credits per day in a broad course of study toward HS graduation and course completion, including unduplicated students and student with exceptional needs. F. Maintain 100% improvement in foundational scores to pass the CAHSEE in ELA G. Increase pass rate on CAHSEE to 70% in ELA H. Maintain EL Reclassification rate I. Maintain 100% Highly qualified teachers with no misassignments J. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards, to support implementation of adopted state standards. <p>** A-G req, EAP, AP testing are not applicable to our alternative education program due to the fluidity of our student population.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>We are pleased with the outcome of our students this year in their overall growth and achievement and the actions and services we put in place. Because of the fluidity of our student population, we rely more on local formative assessment data and individual student outcomes than state testing to assess student growth. Due to the nature of our program, students come to us behind academically and struggling to keep up. For this reason we rely more heavily on growth outcomes while they are with us, than state tests which indicate learning outcomes prior to their arrival.</p> <ul style="list-style-type: none"> A. Meet or exceed growth API target as applicable - <u>data not yet available</u> B. Baseline on CAASPP Assessment established – <u>8.5%</u> met or exceeded standard K. Improve baseline (70%) achievement on local assessments by 1% annually – <u>We increased to 82% on Star Math assessments</u> C. EL students will improve toward proficiency as measured by CELDT scores – <u>N/A no EL students</u> D. 62% will show evidence of earning at least .3 credits per day - <u>77% of our students earned required daily credits</u> E. Maintain 100% improvement in foundational scores to pass the CAHSEE in ELA – <u>No longer applicable</u> F. Increase pass rate on CAHSEE to 70% in ELA – <u>no longer applicable</u> G. Maintain EL Reclassification rate – <u>N/A no EL students</u> H. Maintain 100% Highly qualified teachers with no misassignments – <u>100% of teachers are highly qualified and appropriately assigned</u> I. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards, to support implementation of adopted state standards – <u>All students have access to appropriate standards aligned instructional materials.</u>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1) Fully credentialed staff	\$118K LCFF base salaries and benefits, \$106K Title I	All staff fully credentialed	1) \$148,631 LCFF Base, Salaries/Benefits \$115,755 Title I, Salaries/Benefits
2) New teachers participate in BTSA	included in goal 1	There were no new teachers needing BTSA	2) \$0
3) Provide Professional Development	\$1K LCFF base	Professional Development provided – CAASPP, CPI, mental health training, curriculum development, drug/gang information, growth mindset, social/emotional learning	3) \$1,218 LCFF Base, Services
4) Provide collaboration time aligned with common core instructional strategies	Included in salaries/benefits above	Weekly collaboration time provided with early release days aligned with CCSS instructional strategies	4) Included with Goal 1, Action 1, Title I
5) Provide CCSS aligned curriculum and materials	\$1K services LCFF base	CCSS aligned curriculum and materials in all classrooms	5) \$905 LCFF Base, Materials/Supplies
6) Independent Learning contracts	included in salaries above	All Edge students provided Independent Learning contracts	6) Included with Goal 1, Action 1, LCFF Base
7) Individual assistance/tutoring	\$9K LCFF base, \$3K Title I	We did not hire additional tutors this year as it was provided by classroom staff or within student's IEP.	7) \$0
8) Technology-based curriculum	\$1K services	Free Apps for IPADs	8) \$ 0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
9) Extended School Year / Summer School	\$4K salaries /benefits, \$2K services LCFF Supp/Conc	Summer School/Intersession was held from June 10, 2015 to June 30, 2015	9) \$2,000 LCFF S/C, Salaries/Benefits, \$200 Services

10) Additional tutoring, Inst Asst	\$2K LCFF Supp/Conc	Additional tutoring provided with instructional assistant	10) Included with Goals 1 & 2, Action 1, LCFF Base/Title I
11) Provide necessary school supplies	\$2K supplies – LCFF Supp/Conc	All supplies provided	11) \$212 LCFF S/C, Materials/Supplies
12) Support with Driver’s education	included in goal 1	Support with Driver’s education provided for students who qualified	12) \$125 LCFF S/C, Services
13) Educational and career guidance counseling Access to vocational education activities	\$2K services – LCFF Supp/Conc	Educational and career guidance counseling and access to vocational education activities provided through Career Cruising and Road Trip Nation software	13) Included with Goals 1 & 2, Action 1, LCFF Base/Title I
14) Provide additional assessment and tutoring as needed to increase student achievement in Math.	\$2K services – LCFF Supp/Conc	We did not hire additional tutors this year as it was provided by classroom staff or within student’s IEP.	14) Included with Goals 1 & 2, Action 1, LCFF Base/Title I
15) ELD Curriculum/Primary language curriculum	\$500 services – LCFF Supp/Conc	We did not have any EL students this year. ELD/Primary language curriculum was not required this year	15) \$0
16) Technology and software support	\$5K services – LCFF Supp/Conc	Wireless projector and computer for instruction were purchased	16) \$790 LCFF S/C, Materials/Supplies
17) Monitor data to support and sustain the educational success of foster youth	included in salaries/benefits above	Focus on academic support for foster youth provided with staff support	17) Included with Goal 1, Action 1, LCFF Base Salaries/Benefits
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

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

We are pleased with the outcome of our students this year in their overall growth and achievement and the actions and services we put in place. We realize that it would be more effective to combine our student achievement goals into one going forward, so we will combine goals 1 and 2 into one student achievement goal. We will, however, continue to track assessment data specific to ELA and Math standards. Additionally, we plan to extend our Study Island online contracts to allow for enhanced blended learning opportunities to focus specifically on gaps in ELA and Math learning.

Original GOAL from prior year LCAP:	3) All students will be educated in learning environments that are safe, drug free, and conducive of learning. This includes providing healthy meals, positive intake and release procedures, behavior intervention strategies, increased parent involvement, and improved attendance rates.		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All		
	<p>A. Increase ADA by 1% (2014-15 = 83.8%)</p> <p>B. Decrease in suspension rate by an additional 1% (2014-15 = 40 total incidents)</p> <p>C. Decrease chronic absenteeism by 2% (2014-15 = 23%)</p> <p>D. Monitor and maintain low expulsion rates to <1%</p> <p>E. Monitor and maintain low MS drop-out rates to <1%</p> <p>F. Increase parent participation by 5% including representation from parents of special needs and unduplicated pupils through conferencing, surveys, and intake procedures</p> <p>G. Monitor and maintain Exemplary/ Good Overall Ratings in facilities review</p> <p>**Due to the fluidity of our student population and lack of a student cohort, HS drop-out rates and HS graduation rates are not applicable metrics, however, we are tracking data on the number of graduates we have each year from our programs.</p>	Actual Annual Measurable Outcomes:	<p>Attendance continues to be one of the areas we struggle in the most. Our ADA and Chronic Absenteeism rate did not meet outcome goals. We realize that a majority of students we serve are referred through the SARB process and struggle with attending, so we will work on ways to increase in these areas. Due to our increase in staff training on school climate related issues, however, our overall suspension rate has dropped.</p> <p>A. ADA fell to 76%</p> <p>B. Suspension rates improved substantially with a total of 23 total incidents – a 42.5% decrease.</p> <p>C. Chronic Absenteeism increased to 38%</p> <p>D. Expulsion rates remain at 0.</p> <p>E. MS drop-out rates remain at 0.</p> <p>F. Parent contacts increased from 10 per week to an average of 12 per week.</p> <p>G. Maintained 100% exemplary rating on FIT review.</p>	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1) Provide Professional Development and curriculum to promote positive school climate.	\$1K supplies – LCFF base, \$1K services Title I	1) Provided NCI/CPI training, Book Study on the “Happiness Advantage”, and site safety training.	1) Included with Goal 1, Action 1, LCFF Base	

2) Non Crisis Intervention implementation	\$1K services Title	2) Implemented as planned	2) Included in Goals 1 & 2, Action 1, Title I
3) Positive Behavior Intervention and Support training and implementation	\$1K services – LCFF base	3) We are scheduling this training which will take place during the 2016-17 school year	3) \$0
4) Food Services	\$15K services LCFF base	4) Catered food services provided	4) \$11,850 LCFF Base, Services
5) Drug Intervention Training	\$1K services LCFF base	5) Provided by in-kind support from county	5) \$0
6) Transportation to reduce absenteeism	\$5K services LCFF base	6) Bus passes provided	6) \$ 2,000 LCFF Base, Services
7) Continue parent intake procedures	Included salaries /benefits goals 1/2	7) Personalized intake conferences provided for every parent	7) Included in Goals 1 & 2, Action 1, LCFF Base/Title I
8) Increased conferencing opportunities	Included salaries & benefits goals 1/ 2	8) Conferencing opportunities provided as needed	8) Included in Goals 1 & 2, Action 1, LCFF Base/Title I
9) Transitional Aide support to assist with student success in classrooms	Included salaries & benefits goals 1/2	9) Transitional Aide support to assist with student success in classrooms	9) Included in Goals 1 & 2, Action 1, LCFF Base/Title I
10) Counseling and positive behavior support	\$1K services LCFF base	10) Positive incentives and support were provided. This will be included in the PBIS implementation for 2016-17.	10) \$816 LCFF Base, Materials/Supplies
11) Health and fitness education	\$2K salaries/benefits LCFF base	11) Continued ongoing support in this area. Will look to purchase more equipment next year.	11) \$3,305 LCFF Base, Materials/Supplies
12) Implement Restorative practices	included in salaries above	12) Restorative practices were not implemented this year as we focused on CPI intervention techniques.	12) \$0
13) Partnerships with county agencies for life skills, behavior management, and vocational support	\$15K - In-Kind – Nevada County Behavioral Health Therapy	13) Partnerships included Aggression Replacement Therapy and counseling through county behavioral health. We are still seeking partnerships to provide vocational support.	13) \$15,000 In Kind from Nevada County Behavioral Health Therapy
14) Research and implement data collection system to monitor school climate, behavior and attendance	included in salaries above	14) We plan to implement the SWIS data system within PBIS to assist in this data collection.	14) Included in Goals 1 & 2, Action 1, LCFF Base/Title I
Scope of service:	LEA-wide	Scope of service:	LEA-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)_____			<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) Hire a counselor to assist in social/emotional development		\$84K salaries / benefits – LCFF Supp/Conc	1) We will have a counselor in place for the 2016-17 school year.		1) \$0
2) Supplies and mentoring for health and hygiene needs		\$2K supplies – LCFF Supp/Conc	2) Needed supplies such as clothing, deodorant, socks, outer wear, and gloves for weight lifting were provided.		2) \$13
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We are pleased with most of our outcomes this year. School culture is showing a definite increase in positive school climate, as shown by a reduction in suspension rates. We will begin training and implementation of PBIS MTSS to further our work in this area. Additionally, the use of the SWIS data system will provide better data collection and analysis capabilities. We will look to increase supports in regards to student attendance as this is an area where growth is needed. Additionally, it was our intention to hire a counselor this year to assist our students in behavior and attendance concerns. We have hired that position and will look forward to this increased support in the 2016-17 school -year. Lastly, we will look at adding additional exercise equipment to engage students in physical education and making healthy choices.			

Original GOAL from prior year LCAP:	4) Expelled students in grades 7 – 12 will benefit from alternative educational services to increase their opportunities to successfully return to a less restrictive educational setting and graduate career or college ready.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__X__ 10__ Local : Specify _____	
Goal Applies to:	Schools :	All		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	Actual Annual Measurable Outcomes:	A. The recidivism rate has shown a slight increase to 19% this year. B. The number of successful transitions to a least restrictive environment - 63%
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide alternative education program for expelled students with highly qualified and trained staff. NCSOS will adhere to policy and procedure to work with other county agencies to provide for the success and transition of our expelled students. 1) CCSS aligned instructional materials		\$2K supplies – LCFF base	NCSOS provides a comprehensive and collaborative alternative education program for county students in grades 7 – 12, as outlined in our Countywide Plan for Expelled youth http://nevco.org/programs-services/alt-ed-program/ Actions and services as described below have been effective and are being implemented as described. 1) CCSS aligned instructional materials provided.	1 – 7) Included with Goals 1 & 2, all Actions, LCFF Base, LCFF S/C, Title I

<p>2) Access to technology driven resources and curriculum 3) Small group instruction 4) Individualized independent study opportunities 5) Increase available vocational education activities 6) Credit recovery with extended learning times 7) Life skills and problem solving activities</p>	<p>Included in Goals 1 & 2 salaries / benefits and supplies – LCFF base</p>	<p>2) Access to technology driven resources and curriculum 3) Small group instruction provided daily 4) Individualized independent study opportunities available as appropriate 5) Maintained vocational education activities through Road Trip Nation software 6) Credit recovery with extended learning times available 7) Life skills and problem solving activities provided, including ART and CPI training</p>		
<p>Scope of service:</p>	<p>LEA-wide/County-wide</p>	<p>Scope of service:</p>	<p>LEA-wide/County-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We are proud of the program we are growing and seek to continue the actions and services we have put into place. We are fortunate to have a collaborative relationship with our schools as we all work to provide needed services for our most at – risk students. Through stakeholder discussions we have made the determination to add a local metric - % of eligible seniors who graduate. Our Baseline is 95% and we will look to maintain at that or above.</p>			

Original GOAL from prior year LCAP:	5) Decreased disruption of educational services for foster youth after a change in residential placement and increased percentage of foster youth for whom key stakeholders have the education-related information needed to identify educational strengths, needs and necessary services, and monitor educational progress.		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:	All		
	Applicable Pupil Subgroups:	All foster youth attending schools in the county		
Expected Annual Measurable Outcomes:	10% increase in number of foster youth for whom key stakeholders have the needed education-related information to provide needed services and supports.		Actual Annual Measurable Outcomes:	<p>In an effort to better clarify and measure our goal for the foster youth in our county, we have worked to establish baseline data this year and look at ways to measure outcomes for foster youth countywide. It is important for student success that changes in school placement are minimized, while we maximize the process that records are made available to key stakeholders. The following metrics and baseline data have been added for that purpose:</p> <ol style="list-style-type: none"> 1) Maintain the % of the foster youth who are suspended or expelled to >1%. This year we had 0%. 2) Average time for release of records – 1 day 3) Increase total contacts with school and community agencies through trainings and collaborative meetings - baseline 29 total meetings. 4) % of grade 12 students who earn HS diploma – 73% 5) Average attendance of county FY – 98% 6) 100% of youth who exhibit mental health issues will be referred to County Children’s Behavioral Health for assessment. 7) Maintain 75% of eligible foster youth who will actively participate in ILP
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<p>NCSOS will ensure foster youth services (FYS) program provides the education coordination to all foster youth in the county (Ed Code 42238.01).</p> <p>1) Provide Foster Youth Director/Liaison</p> <ul style="list-style-type: none"> • Provide resources and training to districts and schools which includes: directed services and training to front line office staff at each of the county schools re: intake procedures of Foster Youth, provide countywide sensitivity training regarding the needs of Foster Youth, provide countywide training on assessing and documenting partial credits earned • Work with the child welfare and other county agencies to maximize needed services and minimize changes in school placement • Work with child welfare to provide education-related information to assist in the delivery of services, including progress information that is required to be included in court reports • Work with juvenile court to ensure prompt delivery and coordination of necessary educational services. • Facilitate the prompt transfer of educational records and student health records when placement changes are necessary • Work to obtain and identify, and link children to, mentoring, tutoring, vocational training, and other services designed to enhance the educational prospects of foster children. • Refer caregivers of foster youth who have special education needs to special education programs and services 	<p>\$55K salaries / benefits - Other</p>	<p>1) Our Foster Youth Director provided exceptional support and services to districts and county agencies to facilitate the needs of our county's foster youth, including:</p> <ul style="list-style-type: none"> • Providing resources and training to districts and schools. • Work with child welfare and other county agencies to maximize needed services. • Facilitate prompt transfer of educational records when placement changes occur • Work to obtain and identify, and link, youth to mentoring, tutoring, vocational training, and other services designed to enhance the educational prospects of foster youth. • Refer caregivers of FY who have special education needs to needed programs and services. • Worked collaboratively with county agencies to streamline placement process and combine resources for schools. • Facilitated a countywide collaborative group to discuss ongoing needs of FY. • Encourage student voice and collaboration with schools and county agencies through annual YPAT meetings. <p>2) Provided FY tutoring services</p>	<p>1) \$55,767 Foster Youth, Salaries/Benefits</p> <p>2) \$45,841 Title I, Salaries/Benefits</p>
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2) Provide Foster Youth Tutoring services		\$46K salaries / benefits – Title I, \$7K – services, Title I		
Scope of service:	County-wide		Scope of service:	County-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)_____	
For foster youth in county operated schools: 3) Summer School/Intersession 4) Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth 5) Provide additional tutoring and transitional services 6) Access to vocational education activities		1-3) included in goals 1 & 2 salaries/ benefits – LCFF Supp/Conc 4) included in goals 1 & 2 services – LCFF Supp/Conc	Foster youth in our county operated court and community schools were provided additional opportunities for tutoring and summer session, as well as access to vocational education. Collaborative relationships and infrastructure were established with county FY coordinator who provided training and support to implement and monitor needed assistance for foster youth.	
Scope of service:			Scope of service:	
	LEA-wide			LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
			3 – 6) Included with Goals 1 & 2, Action 1, LCFF S/C	

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

We are extremely proud of our Foster Youth program and the collaborative work with county agencies and our districts. We have expanded that collaboration with the creation of an advisory council to meet and discuss needs and services. We provided case management in Independent Living Program support for youth who transition out of foster care which will be an added service in 2016-17. We will also be adding support in services through a FY Specialist. This position will be added next year to focus on providing additional case management to high school students to assist them in preparing for the transition out of foster care, as well as providing academic counseling support for success during and post high school. Additionally, we have added the following metrics to better measure student outcomes – Average time for records release when new placement is made, total number of contacts with school/community services on behalf of youth, % of grade 12 FY who received HS diploma, average attendance rate for FY, suspension and expulsion rates for FY, access to mental health services, as well as services for eligible ILP students.

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:	\$ <u>141,600</u>
Supplemental and concentration funds will be primarily directed toward our low income, English learner and foster youth students. All students will have access to the services on a schoolwide basis as our unduplicated count is 80% and all students need some level of remediation and focused services. Supplemental and concentration funding will be used to provide additional remediation through summer school and tutoring sessions for credit recovery and grade level remediation. Additionally, we will provide counselor support for improved social and emotional development as well as career and college counseling. Paraprofessional assistance will be provided to help students emotionally, socially and academically. Finally, curriculum, technology and assessment tools will be purchased to provide an enhanced, individualized learning experience for our students.	

- 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.

5.16	%
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The minimum proportionality percentage is met through the provision of the above described services. Increased services are provided that focus on individualized assessments and appropriate curriculum that will increase the probability our students will achieve more. Likewise, focus on emotional well-being and emotional development with counseling services will better prepare our youth for the challenges in life and in the classroom. Finally, additional opportunities for credit recovery in summer school and additional tutoring assistance will improve the likelihood our students will achieve more academic success.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).