

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Nevada County Superintendent of Schools		
Contact Name and Title	Shar Johns, Associate Superintendent	Email and Phone	sjohns@nevco.org 530-478-6400 ext 2005

2017-20 Plan Summary

THE STORY

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

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%).

Our alternative education programs include Earle Jamieson Education Options for students in grades 7 – 12 who have been expelled, or referred through Probation or the County SARB Board, and Sugarloaf Mountain High School at our Juvenile Hall facility which runs in partnership with the Nevada County Probation Department.

We are honored to provide exemplary service and countywide educational support to 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.

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

LCAP HIGHLIGHTS

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

Based on stakeholder input, the Nevada County Superintendent of Schools will focus on four overall goals in the 2017-2020 LCAP. The first two goals specifically address the students attending Earle Jamieson Educational Options and Sugarloaf Mountain:

- 1) To improve student achievement, focused on the areas of English Language Arts and Math. (Pages 24 – 33 includes 7 Actions and Services)
- 2) To provide a safe and engaging learning environment for all students. (Pages 33 – 44 includes 6 Actions and Services)

Additionally, we have included two goals that address our countywide programs:

- 3) To provide a program and address the needs of expelled students in our county. (Pages 45 – 47, includes 8 Actions and Services)
- 4) To provide for the unique needs of foster youth in our county. (Pages 47 - 53, includes 3 Actions and Services)

With an understanding that our students come to us often with past trauma, behavioral concerns, and usually behind academically, the key actions and services in each of these goal areas focus primarily on social/emotional supports and academic interventions.

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. Due to a lack of student cohorts, High School Graduation rates and Drop-out rates are also not applicable for our student population. Additionally, we are not addressing API targets or CAHSEE results as they are not applicable at this time.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Although the population of our community school is too small to reflect Dashboard data on state indicators, we are very proud of the progress we have made in school climate. The implementation of strategic behavioral supports has drastically reduced the incidents of suspensions on our campus. Additionally, through the analysis of the local indicator data, the student survey results reflect 93% of the students reporting positive school connectedness and sense of belonging.

The addition of a full time counselor as well as extensive staff development in trauma informed care and non-crisis intervention training have contributed greatly to this success. We plan to continue and build upon this success through school-wide implementation of MTSS supports and training.

Foster youth – We increased community collaboration through our quarterly Foster Youth Services Coordinating Program Advisory Council. Through this collaborative effort we have created a global referral process for better access and more efficient provision of services. We will continue to work on the implementation of this process with our community partners and through collaborative efforts with our districts.

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

GREATEST NEEDS

The two areas of need we have identified are math achievement and chronic absenteeism.

Local assessments show that our students continue to struggle in mathematics, with only 60% showing improvement in this area. We will be adding additional online resources focusing on intervention and instruction based on individual student needs, aligning instruction with curriculum being used at their comprehensive school site, and implementing project-based instruction to increase engagement.

Chronic absenteeism continues to be a problem for our students, who are often in crisis and struggle to attend. In addition to continuing to provide transportation and lunches, we will add counseling services as part of our absentee outreach.

Additionally, we will provide incentives within the MTSS framework to address the need.

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

PERFORMANCE GAPS

With the low number in our population, the LCFF Dashboard does not provide data to indicate a performance gap, however as stated above, we do see a great need to increase the level of math intervention. This is a gap in achievement for our students and we will add resources and professional development in this area.

INCREASED OR IMPROVED SERVICES

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

Although we have low numbers of English learners and Foster Youth in our Alternative Education program, 100% of our students are low income. Many of our students have experienced trauma and are behind academically. The most significant ways we will increase or improve service is by providing a counselor for social/emotional support as well as implement a summer intercession for credit recovery opportunities. Additionally, we provide specialized food services to support our students with hearty and nutritious meals at both breakfast and lunch to encourage attendance as well as healthy eating habits.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$13,811,707

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

\$880,600

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

Our County Office provides many support services to school districts and charters. In addition to our school programs for county expelled students and juvenile court students, our expenditures include the County Superintendent’s office, Educational Support Services office, Business Services support, maintenance and operations costs, summer school programs for county kids, Curriculum and Instruction support, student tournaments, instructional coaches, and many other support services. Also included with reported budget are all expenditures associated with the Nevada County SELPA and the Nevada County Special Education Program. These programs serve students with special needs across the county.

\$2,974.445

Total Projected LCFF Revenues for LCAP Year

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

<h2 style="margin: 0;">Goal 1</h2>	<p>1) All students will improve their ELA and Math proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices.</p>
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. CAASPP state testing - Increase percentage of students meeting/exceeding standards by 5% = ELA from 19% to 24% and in Math to from 8.5% to 13.5%.
 - B. EL students will improve toward proficiency as measured by CELDT scores (currently we do not have EL students)
 - C. 78% of all 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 students with exceptional needs.
 - D. Renaissance STAR Reading scores will increase to 71% proficiency. Renaissance STAR Math scores will increase to 83% proficiency.
 - E. Maintain EL Reclassification rate (currently we do not have EL students)
 - 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

ACTUAL

- A. Spring of 2016 CAASPP testing provided insignificant data in regard to student achievement due to a very low number of students tested (With only 2 students tested – 50% met standard for ELA and 0% for math). This is not an accurate account of overall student performance.
- B. There were no EL students enrolled to measure this outcome. The CELDT test will be replaced with the ELPAC in 2017-18.
- C. 80% of all students show evidence of earning at least .3 credits per day toward HS graduation and course completion. An increase of 2% over expected outcome.
- D. Local assessments: Renaissance STAR Reading Scores: 83% indicate growth (an increase from the previous year); however Math Scores indicate only 60% were able to show improvement (significantly less than the expected outcome of 83%).
- E. There were no EL students enrolled this year.
- F. 100% highly qualified teachers all appropriately assigned.
- G. 100% sufficiency in standards aligned instructional materials, including ELD standards, to support implementation of adopted state standards.

alternative program. API no longer applicable.

ACTIONS / SERVICES

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

Action **1-6**

Actions/Services

PLANNED

- 1) Fully credentialed staff
- 2) New teachers participate in BTSA as applicable
- 3) Provide ongoing Professional Development to address CCSS curriculum development and instructional strategies, career and vocational curriculum, blended learning strategies.
- 4) Continue weekly collaboration time to incorporate project based learning strategies and data analysis
- 5) Provide CCSS aligned curriculum and materials
- 6) Maintain Independent Learning contracts to assess program and progress

ACTUAL

- 1) Provided fully credentialed staff.
- 2) There were no new teachers requiring induction in 2016-17.
- 3) All staff participated in the Countywide PD day. In addition, PD was provided in the areas of mental health training, curriculum development, career software, drug/gang information, growth mindset, social/emotional learning, Next Generation Science implementation, Project Based Learning for blended learning strategies. Our counselor is in the process of being trained for coaching support in Multi-Tiered Systems of Support (MTSS).
- 4) Staff met every Friday to collaborate, analyze data, and discuss instructional strategies. Staff meetings also centered around trauma-based care, as the majority of students have experienced trauma and are dealing with the after effects.
- 5) CCSS aligned curriculum and materials were provided in all classrooms.
- 6) Maintained Independent Learning contracts for students on independent study contracts. There were three students this year.

Expenditures

BUDGETED

- 1) \$101,210 LCFF Base, Salaries/Benefits
\$163,030 EPA, Salaries/Benefits
\$230,783 Title I, Salaries/Benefits
- 2) \$0 (No new teachers)
- 3) \$5,000 LCFF Base, Services
- 4) Included in Goal 1, Action 1, LCFF Base
- 5) \$1,500 LCFF Base, Services

ESTIMATED ACTUAL

- 1) \$179,391 LCFF Base, Salaries/Benefits
\$172,534 EPA, Salaries/Benefits
\$145,417 Title I, Salaries/Benefits
- 2) \$0 (No new teachers)
- 3) \$0 LCFF Base, Services
- 4) Included in Goal 1, Action 1, LCFF Base
- 5) \$0 LCFF Base, Services

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

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

ACTIONS / SERVICES

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

Action **7-14**

Actions/Services

PLANNED

- 7) Maintain technology-based curriculum to meet individual student needs, including Study Island and Adaptive Intervention Solutions
- 8) Continue Summer School/Intersession for credit recovery
- 9) Provide additional tutoring as needed
- 10) Provide school supplies
- 11) Support with Driver’s Education as applicable
- 12) Educational and career guidance counseling, access to vocational education activities
- 13) Purchase ELD Curriculum/Primary language curriculum as needed
- 14) Monitor assessment data to support and sustain the educational success of foster youth

ACTUAL

- 7) Study Island and Adaptive Intervention Solutions were provided to meet individual student needs. Online formative assessment tools were utilized to assess student progress.
- 8) Summer School/Intersession was held from June 15 – 28, 2016. Three students earned 25 credits cumulatively.
- 9) Additional one-on-one tutoring was provided as needed in the classroom setting.
- 10) All necessary school supplies were provided for students.
- 11) Driver’s Education was provided for 2 students.
- 12) Educational and career counseling was provided to students through counseling services and the administrator. Vocational education activities included monthly Career Café presentations along with individual access to Road Trip Nation and Career Cruising software.
- 13) There were no EL students in need of primary language curriculum. Teachers customized ELD curriculum in classroom.
- 14) Foster youth students were monitored and provided additional tutoring or services as needed.

BUDGETED

- 7) \$5,000 LCFF Base, Materials/Supplies
\$5,000 LCFF S/C, Materials/Supplies and Services
- 8) \$7,297 LCFF S/C, Salaries/Benefits and Services
- 9) \$5,882 LCFF S/C
- 10) \$550 LCFF Base, Materials/Supplies
\$8,713 LCFF S/C, Materials/Supplies

ESTIMATED ACTUAL

- 7) \$12,010 LCFF Base, Materials/Supplies and Services
\$9,832 LCFF S/C, Materials/Supplies and Services
- 8) \$6,452 LCFF S/C, Salaries/Benefits and Services
- 9) \$0 LCFF S/C
- 10) \$2,964 LCFF Base, Materials/Supplies
\$0 LCFF S/C, Materials/Supplies

Expenditures

11) \$1,000 LCFF S/C, Services
12) \$5,000 LCFF S/C, Services
13) \$1,500 LCFF S/C, Materials/Supplies
14) \$3,201 LCFF S/C, Services

11) \$0 LCFF S/C, Services
12) \$1,195 LCFF S/C, Services
13) \$0 LCFF S/C, Materials/Supplies
14) \$0 LCFF S/C, Services

ACTIONS / SERVICES

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

Action **15**

Actions/Services

<p>PLANNED</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>ACTUAL</p> <p>15) 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 were provided by credentialed RSP teacher. ERMHS services provided by counselor as identified in the IEP.</p>
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Expenditures

<p>BUDGETED</p> <p>\$33,637 LCFF Base, Services</p>
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<p>ESTIMATED ACTUAL</p> <p>\$39,357 LCFF Base, Services</p>
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ANALYSIS

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

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

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

Actions and services for this goal were implemented as planned using data from local assessments to guide instruction and supplemental materials aligned with state standards. Staff participated in ongoing professional development and weekly collaboration time for ongoing analysis of student progress. This provided great opportunity for staff to discuss specific student needs and brainstorm shared strategies. Student access to career counseling activities, including the monthly Career Café presentations were well-received by the students. The Countywide PD day provided a wonderful opportunity for staff to connect to other teachers in the county and gather resources and strategies to deal with student trauma and behaviors. Additionally, teachers were provided resources in technology to support ongoing math and ELA intervention.

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

We were able to effectively reach most aspects of this goal. We continue to have difficulty measuring and obtaining growth on CAASPP testing, as the students we assess are rarely our students for more than one semester and we are not assessing the same students in most cases. Growth in ELA continues close to or exceeding expected outcomes, as measured by Renaissance test scores, however math scores continue to be lower.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1, Funding Sources were adjusted to better fit program guidelines for Title I.
Action 3, Professional Development provided by COE at no cost to the program.
Action 5, There was no new adoption and no additional purchases as teachers customized curriculum.
Action 7, Increased cost due to wireless upgrades at new site. Three year maintenance agreement for formative assessment was paid in 15/16
Action 9, No additional cost to program, services provided and included in Goal 4, Action 2
Action 10, School supplies were provided from base program.
Action 11, Only two students utilized this training.
Action 12, Costs were less than anticipated.
Action 13, There were no students needing this service.
Action 14, Included in Goal 4 services.

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

Reflecting on our local assessments show our students continue to struggle in math. As a result, additional professional development in the area of math instruction (see Action 2) and supplemental online math materials (see Action 3) will be added to the actions and services for this goal. To better support the needs of our low income students, Action 4 will include Driver's Training fees in addition to Driver's Education coursework. Additionally, to adhere to the statewide implementation of the Next Generation Science standards, professional development on effective integrated science instruction and supplemental science materials will be added to Actions 2 and 3 respectively.

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.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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.

ACTUAL

- A. Increased ADA to 86.5%
- B. The number of suspensions this year was 15 incidents, down significantly from last year and below our expected outcome. The calculated suspension rate is 6.5%.
- C. Chronic absenteeism increased to 31%
- D. There were 0 expulsions in 2016-17
- E. The Middle School drop-out rate is 0%
- F. There was a slight increase of parent participation with regard to conferencing, surveys, and personal contacts – up from an average of 12 per week to 15 per week, an 8% increase.
- G. Community school moved to an upgraded facility in December 2016, and maintained an Exemplary overall rating on the FIT.
- H. Annual student surveys reflect an overall sense of school safety and connectedness with 93% of the students reporting positive outcomes.

ACTIONS / SERVICES

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

PLANNED

- 1) Provide Professional Development and curriculum to promote positive school climate, including safety training, drug and gang information, and social/emotional learning strategies.
- 2) Continue Non Crisis Intervention training (annual refresher) and implementation
- 3) Positive Behavior Intervention and Support training and implementation to include data collection and positive support incentives
- 4) Provide specialized Food Services to encourage good nutrition and encourage school attendance
- 5) Drug Intervention Training
- 6) Transportation assistance to reduce absenteeism
- 7) Continue parent intake procedures
- 8) Provide increased conferencing opportunities
- 9) Transitional Aide support to assist with student success in classrooms
- 10) Health and fitness education
- 11) Continue Restorative practices
- 12) Continue partnerships with county agencies for life skills, behavior management, and vocational support

ACTUAL

- 1) Five specific days were set aside for professional development for the entire staff to promote positive school climate including safety training, non-violent crisis intervention training, trauma-based care, and social/emotional training.
- 2) Ongoing implementation of Non Crisis Intervention strategies. Annual training provided on January 16, 2017.
- 3) Positive support incentives in place including incentives for growth, daily tickets for positive behavior and gift card rewards at the end of each week. All guidelines are stated in the positive. PBIS training to begin in the fall in coordination with MTSS work.
- 4) Daily breakfast and lunch with nutritional and delicious food service provided by various vendors.
- 5) Drug Intervention training provided weekly in an ongoing basis through connections with CORR (Community Recovery Resources) and local law enforcement agencies.
- 6) Monthly and daily bus passes provided to students to assist in transportation to and from school. Approximately 2500 one-way daily passes were provided.
- 7) Parents interviewed regarding individual student need during enrollment process. Clear outlines of school procedures are reviewed during intake as well. This year all enrollment forms were translated into Spanish.
- 8) Parent conferencing and contacts increased through positive phone calls, as well as phone, email and text contacts that provide continuous connections with the school for parents.
- 9) Transitional Aide provided to assist students in classroom, and provide a safe place when student is removed from classroom.
- 10) Health and fitness continues to grow with increased activity options including: added machines in weight room, badminton and ping pong. Community instructors facilitate mindfulness and yoga.
- 11) Restorative practices were not implemented and will be dropped from the actions and services. Contract services were provided for

		ART (Aggression Replacement Training) instead. 12) Partnerships with county agencies included CORR, Victor Services, Uplift, local law enforcement, Probation, and local churches.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	1) \$1,000 LCFF Base, Services	1) \$476 LCFF Base, Services
	2) \$1,000 LCFF Base, Services	2) \$0 LCFF Base, Services
	3) Included with Goal 1, Action 1, LCFF Base	3) Included with Goal 1, Action 1, LCFF Base
	4) \$15,000 LCFF Base, Services	4) \$19,000 LCFF Base, Services
	5) \$1,000 LCFF Base, Services	5) \$0 LCFF Base, Services
	6) \$2,635 LCFF Base, Services	6) \$2,310 LCFF Base, Services
	7) \$65,921 LCFF Base, Salaries/Benefits	7) \$68,119 LCFF Base, Salaries/Benefits
	8) Included with Goal 1, Action 1, LCFF Base	8) Included with Goal 1, Action 1, LCFF Base
	9) \$19,580 LCFF S/C, Salaries/Benefits, \$6,527 Title I, Salaries/Benefits	9) \$25,462 LCFF S/C, Salaries/Benefits \$6,526 Title I, Salaries/Benefits
	10) 2,198 LCFF Base, Salaries/Benefits, \$10,000 LCFF S/C, Materials/Supplies	10) \$0 LCFF Base, Salaries/Benefits \$816 LCFF S/C, Materials/Supplies
	11) Included with Goal 1, Action 1, LCFF Base	11) Included with Goal 1, Action 1, LCFF Base
12) \$15,000 In-Kind from Nevada County Behavioral Health Therapy	12) \$15,000 In-Kind from Nevada County Behavioral Health Therapy	

ACTIONS / SERVICES

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

Action **13-14**

Actions/Services	PLANNED	ACTUAL
	13) Counselor to assist in social/emotional development 14) Supplies and mentoring for health and hygiene needs	13) A school counselor was hired to assist students in social/emotional needs. Additionally, the counselor has participated in MTSS training and will assist with implementation on the school site. 14) Supplies and mentoring for student health and hygiene needs was provided including extra clothing, deodorant, finger nail cleaning supplies, toothbrushes, and counseling services.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	13) \$72,428 LCFF S/C, Salaries/Benefits 14) \$2,000 LCFF S/C, Materials/Supplies	13) \$72,427 LCFF S/C, Salaries/Benefits 14) \$0 LCFF S/C, Materials/Supplies

ANALYSIS

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

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

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

The overall implementation of the actions and services for this goal has led to great improvement in this area. The majority of our students are in need of these interventions and this will continue to be a key area of focus for continued behavioral and academic growth.

Staff development in the area of Non-Crisis Intervention has been ongoing and has resulted in a positive change in the methods staff utilize to approach students on a daily basis. The site administrator provides ongoing training, mentoring and support in this area which is a huge benefit to the students and staff. The addition of a school counselor has been a tremendous support to all students and has greatly contributed to the overall success of this goal.

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

The actions and services have been effective in decreasing the number of suspensions and increasing student connectedness. The continued training in all areas of student behavior has allowed staff to work effectively to meet the social/emotional needs of students and build relationships with students. We have, however, seen an increase in chronic absenteeism. Although many of our students are referred through SARB and already truant, we will continue to seek solutions to improve in this area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1, Professional development provided at less cost.
Action 2, Professional development provided by County Office at no cost to program.
Action 3, Professional development provided by County Office at no cost to program.
Action 4, Food costs were higher than anticipated.
Action 5, Provided by community partners at no cost to program.
Action 9, Increased transitional aide hours.
Action 10, Exercise equipment purchased was less cost than anticipated.
Action 11: Contracted service added
Action 14, Included in Goal 1, Action 10.

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

Action 11 in this goal, implementing Restorative Practices, has been dropped due to a lack of clear supports and training from our community partners. We will be seeking ways to implement this again in the future.

ART services will be added to this goal (see Action 1)

We will be revising the local metric which measures the number of parent contacts per week to reflect a more accurate account of our efforts to engage every parent, every week.

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.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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 at 95% or above.

ACTUAL

- A. The recidivism rate is 21%. We increased from our expected outcome.
- B. 75% of our students have successfully transitioned to a less restrictive environment or earned a HS diploma.
- C. 100% of our eligible students were able to graduate this year.

ACTIONS / SERVICES

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

Action **1-7**

Actions/Services

PLANNED

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 as related in the countywide plan for expelled youth <http://nevco.org/programs-services/alt-ed-program/>

- 1) CCSS aligned instructional materials

ACTUAL

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 are described below:

- 1) CCSS aligned instructional materials provided.
- 2) Students were provided access to technology driven resources and curriculum including ipad programs and apps, Study Island,

Expenditures

<ul style="list-style-type: none"> 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>Career Cruising, Adaptive Intervention Solutions, Khan Academy, and other online resources that support the CCSS.</p> <ul style="list-style-type: none"> 3) Students participated in small group instruction 4) Instruction was individualized to meet student needs. Three students participated in independent study program. 5) Vocational activities available to students through Career Café presentations and career software 6) Credit recovery opportunity through individual learning plans. 7) Students participate in life skills and problem solving activities.
<p>BUDGETED</p> <ul style="list-style-type: none"> 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 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> 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

ANALYSIS

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

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

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

The actions and services were implemented as planned. We continue to work closely with each student, our districts, and community partners to enable successful transitions to a less restrictive learning environment.

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

The continuity of services and continued community partnerships allow us to meet this goal effectively. Students are provided individual learning opportunities for intervention and credit recovery. Additionally, a focus on behavioral/emotional support, goal setting, and vocational exploration helped to guide students toward successful transitions and graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goals and Actions referenced for differences.

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

After completing the self-assessment tool for State Priority 9 on the Local Indicators, we realize that it would be beneficial to have an MOU in place regarding the coordination of partial credit policies with our local high school. We will add this to our Actions and Services for this goal.

Goal

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.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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

ACTUAL

- A. The suspension rate for 2016-17 was .03 – meeting our goal of less than 1%. No students were expelled.
- B. Records released on average in 1 day.
- C. Total trainings and contacts with school and community agencies increased to 38 total, up 19% from the previous year. This included: 12 staff/school trainings, 4 FYS Advisory meetings, 18 foster parent trainings, 4 ILP trainings with community partners (YPAT, Senior Year timeline, Domestic Bliss, Social Skills).
- D. 82% of grade 12 FY received their HS diploma.
- E. The average attendance for all FY in the county was 98%, meeting our goal.
- F. 100% of youth who exhibited mental health issues were referred to County Children’s Behavioral Health for assessment.
- G. 92% of eligible foster youth actively participated in ILP this year.

ACTIONS / SERVICES

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

Action **1-4**

Actions/Services

PLANNED

NCSOS will ensure Foster Youth Services (FYS) program provides the education coordination to all foster youth in the county (Ed Code 42238.01).

1. Provide Foster Youth Director:
 - 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 youth in reaching educational goals.
- 4) Provide case worker support for the ILP program for

ACTUAL

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:
 - Providing resources and training to districts and schools which included training all frontline staff at the countywide PD day on September 19, 2016. Additionally, she met with every school foster youth liaison to provide training. She facilitated quarterly FY Coordinating Program Advisory Council.
 - Worked with child welfare and other county agencies to maximize needed services and minimize changes in school placement.
 - Worked 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.
 - Worked with juvenile court to ensure prompt delivery and coordination of necessary educational services.
 - Facilitated the prompt transfer of educational records and student health records when placement changes are necessary.
 - Worked 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.Additionally this year we:
 - Worked collaboratively with county agencies to streamline placement process and combine resources for schools.
 - Encourage student voice and collaboration with schools and county agencies through (Youth in Placement Action Team) YPAT meeting held on March 27, 2017.
- 2) Tutoring services provided as needed for FY.
- 3) A Foster Youth Specialist was hired to work specifically with the unique needs of high school students including academic counseling,

Expenditures

transition-age foster youth	college and career preparation, college exploration. Students were taken on two college tour trips to promote excitement and goal setting. 4) Case worker provided to support transitioning FY through the ILP program.
BUDGETED	ESTIMATED ACTUAL
1) \$57,798 Foster Youth, Salaries/Benefits	1) \$58,953 Foster Youth, Salaries/Benefits
2) \$48,479 Title I, Salaries/Benefits	2) \$48,637 Title I, Salaries/Benefits
3) \$71,610 Foster Youth, Salaries/Benefits	3) \$73,042 Foster Youth, Salaries/Benefits
4) \$31,553 Independent Living, Salaries/Benefits	4) \$32,184 Independent Living, Salaries/Benefits

ACTIONS / SERVICES

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

Action **5-8**

Actions/Services

PLANNED	ACTUAL
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	Supports and services were provided to FY in county community school including: 5) Opportunities for summer intersession for credit recovery which took place from June 15 – 28, 2016. 6) Students were monitored and case worker provided through collaborative partnership of county programs. 7) Additional tutoring and transitional services provided as needed. 8) Students were provided vocational education activities as needed.

Expenditures

BUDGETED	ESTIMATED ACTUAL
5) Included with Goal 1, Action 8, LCFF S/C	5) Included with Goal 1, Action 8, LCFF S/C
6) Included with Goal 2, Action 12, In-Kind	6) Included with Goal 2, Action 12, In-Kind
7) Included with Goal 4, Action 2, Title I	7) Included with Goal 4, Action 2, Title I
8) Included with Goal 1, Action 12, LCFF Base	8) Included with Goal 1, Action 12, LCFF Base

ANALYSIS

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

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

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

Through the implementation of these actions and services, the NCSOS Foster Youth Coordinating Program provided exceptional support and services to districts and county agencies to facilitate the needs of our county’s foster youth through collaborative efforts and trainings. We are fortunate to have established and strong partnerships with local agencies. The formation of the FY Coordinating Program Advisory Council has worked to formalize and provide structure to our work. The addition of the FY Specialist this year has provided additional support and mentorship to our high school youth as they begin transitioning out of the Foster Youth program and into ILP for a continuum of consistent support and services.

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

Although we were not able to hire our additional support staff until Spring, the addition of a FY case worker to provide intentional and specific support to high school students and assist in their transitions has been extremely effective. Additionally, the formation of the Foster Youth Services Coordinating Program Advisory Council has brought a renewed awareness and participation from our community partners on the unique needs of foster youth and resources available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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

This goal will be modified to better align with statewide initiatives regarding county coordination of foster youth programs.

Based on feedback from community stakeholders, we will add the following to Action 1 to better meet the needs of the FY in our county:

- Create MOU to outline transportation policies on change in school of origin.
- FY Coordinator will participate in all school or origin placement decisions.

Stakeholder Engagement

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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.

Parent Advisory Committee: The Parent Advisory Group includes representatives from the following: teachers, administrator, students, parents, community members, foster youth, probation. The Advisory Group met 4 times this year (October 26, 2016, January 11, 2017, and March 22, 2017) to discuss goals and student progress on indicators described in the LCAP. On May 17, 2017 the final LCAP was presented to the committee for feedback and input. There were no comments requiring a written response from the Superintendent in this meeting.

Parent and Students: On October 11, 2016 an invitation was sent to all parents inviting them to the School Site Council. In March and April, parents and students were provided the opportunity to participate in a survey to provide input on the development of educational and school climate goals. Additionally, parents and students are interviewed at both intake and outtake meetings to discuss needs and concerns.

School Staff: Weekly staff meetings include opportunities for teachers, administrator, and classified personnel to assess student progress and provide input on goals and actions.

Foster Youth and Community Members: The Foster Youth Services Coordinating Program Advisory Council meets quarterly (November 28, 2016, February 27, 2017, April 24, 2017) to discuss the specific needs of Foster Youth in the county and is chaired by the NCSOS Foster Youth Coordinator. Members of the council include NCSOS Foster Youth Staff, school district liaisons, high school students in foster care, and representatives from CPS, Probation, county judiciary, and County Behavioral Health. Additionally, valuable feedback and input regarding the unique needs of foster youth is gathered in the annual YPAT (Youth in Placement Action Team) held on March 27, 2017. Forty-seven attendees included foster students, students transitioning from foster care, CPS, county judiciary and court appointed attorneys, Probation, Behavioral Health, and NCSOS foster youth staff.

Nevada County Board of Education: The Board of Trustees were updated monthly on student progress toward goals and given an opportunity to provide input on LCAP goals, actions and services (October 12, 2016, November 16, 2016, December 14, 2016, January 18, 2017, February 15, 2017, March 15, 2017, April 19, 2017, and May 10, 2017). The Public Hearing for the LCAP was held on June 14, 2017 with approval by the Nevada County Board of Education on June 28, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Input from stakeholders and analysis of student progress detailed above has indicated a need for continued focus in several areas including: continued support for students' social/emotional needs, enhanced support to promote student attendance and engagement, additional supports in mathematics instruction, the implementation of NGSS, and increasing parent engagement opportunities.

Stakeholder feedback indicated a desire to continue with current goals 1-3. Goal 4 will be modified to better align with statewide initiatives regarding county coordination of foster youth programs.

Additionally, the following modifications to metrics, actions and services have been made:

- Modify verbiage and regroup actions/services to fit format of new template. As a result, although most actions and services will remain the same, they will be regrouped and renumbered for formatting purposes.
- Provide additional professional development in the area of math instruction and NGSS Science instruction – Goal 1.
- Provide supplemental online math materials and NGSS supplemental Science materials – Goal 1.
- Add Driver's training opportunities for students to increase engagement – Goal 1.
- Revise local metric to measure and sustain positive parent engagement to reflect efforts to engage every parent, every week – Goal 2.
- Create MOU regarding coordination of partial credit policies with local high school for students transitioning from alternative education placement – Goal 3.
- Create MOU with community partners and local districts to outline transportation policies for FY who have a change in placement – Goal 4.
- Add action that will require FY Coordinator to attend all school of origin placement decisions – Goal 4.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

All students will improve their ELA and Math proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Based on formative and summative assessment data, many of our students are behind in grade level academic standards and graduation credit requirements. 2016 CAASPP testing results were not accurate measures of overall student performance in ELA and math as only 2 students were tested. Baseline data for the state assessment on 2015 scores reflect only 19% at or above Level 3 (met or exceeded) in ELA and 8.5% in mathematics. Local assessment data also reflects a trend in needed supports in both ELA and mathematics. Additionally, the majority of our students come to us credit deficient and behind on graduation requirements. We have a need to increase student achievement and performance towards graduation requirements and transferability back to a comprehensive school site.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students meeting/exceeding standards on CAASPP State Testing	ELA – 50% met or exceeded (2015 - 19%) Math – 0% met or exceeded (2015 – 8.5%) (Only 2 students tested in 2016)	ELA – 24% Meet or exceed (Level 3 or above) Math – 13.5% Meet or exceed (Level 3 or above)	ELA – 25% Meet or exceed (Level 3 or above) Math – 15% Meet or exceed (Level 3 or above)	ELA – 26% Meet or exceed (Level 3 or above) Math – 16% Meet or exceed (Level 3 or above)
EL students will improve at least one level on ELPAC	0 EL students in 2016-17	80% EL students will improve one level on ELPAC	80% EL students will improve one level on ELPAC	80% EL students will improve one level on ELPAC

Percentage of students showing 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 students with exceptional needs	80% of all students show evidence of earning .3 credits per day	Maintain at or above 80% of all students showing evidence of earning .3 credits per day	Maintain at or above 80% of all students showing evidence of earning .3 credits per day	Maintain at or above 80% of all students showing evidence of earning .3 credits per day
Local Assessments: Renaissance STAR Reading and Math	Reading – increased to 83% Math – decreased to 60%	Reading – 85% showing improvement Math – 65% showing improvement	Reading – maintain at or above 85% showing improvement Math – 70% showing improvement	Reading – maintain at or above 85% showing improvement Math – 75% showing improvement
EL Reclassification rates	0 EL students in 2016-17	100% of eligible EL students will be reclassified	100% of eligible EL students will be reclassified	100% of eligible EL students will be reclassified
Highly qualified teachers with no misassignments	100% of teachers are highly qualified and assigned appropriately	Maintain 100% highly qualified and appropriately assigned teachers	Maintain 100% highly qualified and appropriately assigned teachers	Maintain 100% highly qualified and appropriately assigned teachers
Sufficiency in standards aligned instructional materials to support implementation of state standards, including ELD standards.	100% of students have access to standards aligned instructional materials	100% of students will have access to standards aligned instructional materials	100% of students will have access to standards aligned instructional materials	100% of students will have access to standards aligned instructional materials
Sufficiency in standards aligned instructional materials and primary language materials to support access for English Learners to the CCSS and ELD standards.	0 EL students in 2016-17	100% of EL students will have access to primary language and standards aligned instructional materials	100% of EL students will have access to primary language and standards aligned instructional materials	100% of EL students will have access to primary language and standards aligned instructional materials
A-G requirements, EAP, and AP testing not applicable	N/A	N/A	N/A	N/A

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Provide fully credentialed and appropriately assigned staff. • New teachers will participate in induction program. • Provide weekly collaboration time for data analysis and improving instructional best practices. • Maintain individualized learning programs to meet needs of students. 	<ul style="list-style-type: none"> • Provide fully credentialed and appropriately assigned staff. • New teachers will participate in induction program. • Provide weekly collaboration time for data analysis and improving instructional best practices. • Maintain individualized learning programs to meet needs of students. 	<ul style="list-style-type: none"> • Provide fully credentialed and appropriately assigned staff. • New teachers will participate in induction program. • Provide weekly collaboration time for data analysis and improving instructional best practices. • Maintain individualized learning programs to meet needs of students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$257,777	Amount	\$266,799	Amount	\$276,137
Source	Base/EPA	Source	Base/EPA	Source	Base/EPA
Budget Reference	Certificated Salaries & Benefits	Budget Reference	Certificated Salaries & Benefits	Budget Reference	Certificated Salaries & Benefits
Amount	\$142,990	Amount	\$147,995	Amount	\$153,174
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Certificated & Classified Salaries & Benefits	Budget Reference	Certificated & Classified Salaries & Benefits	Budget Reference	Certificated & Classified Salaries & Benefits

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide ongoing professional development to focus on CCSS instructional strategies, NGSS implementation, career and vocational support, blended learning strategies, Multi-tiered Systems of Support.

2018-19

New Modified Unchanged

Provide ongoing professional development to focus on CCSS instructional strategies, NGSS implementation, career and vocational support, blended learning strategies, Multi-tiered Systems of Support.

2019-20

New Modified Unchanged

Provide ongoing professional development to focus on CCSS instructional strategies, NGSS implementation, career and vocational support, blended learning strategies, Multi-tiered Systems of Support.

BUDGETED EXPENDITURES

2017-18

Amount

\$0

Source

County Office Base/EPA – provided by COE at no cost to Alternative Ed Program

Budget Reference

Included as part of regular COE staff duties

2018-19

Amount

\$0

Source

County Office Base/EPA – provided by COE at no cost to Alternative Ed Program

Budget Reference

Included as part of regular COE staff duties

2019-20

Amount

\$0

Source

County Office Base/EPA – provided by COE at no cost to Alternative Ed Program

Budget Reference

Included as part of regular COE staff duties

3

Action

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Provide standards aligned instructional materials.

2018-19

New Modified Unchanged

- Provide standards aligned instructional materials.
- Research available History/SS material to align to adopted framework

2019-20

New Modified Unchanged

- Provide standards aligned instructional materials.
- Purchase aligned History/SS materials

BUDGETED EXPENDITURES

2017-18

Amount: \$3,000

Source: Base

Budget Reference: Materials and Supplies

2018-19

Amount: \$3,000

Source: Base

Budget Reference: Materials and Supplies

2019-20

Amount: \$5,000

Source: Base

Budget Reference: Materials and Supplies

Action **4**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Purchase supplemental online math resources. • Purchase supplemental science resources to support NGSS implementation. • Maintain technology-based curriculum to meet individual student needs including Study Island and Adaptive Intervention Solutions. • Maintain online formative assessment tools to assess student progress and need. 	<ul style="list-style-type: none"> • Provide supplemental online math resources. • Provide supplemental science resources to support NGSS implementation. • Maintain technology-based curriculum to meet individual student needs including Study Island and Adaptive Intervention Solutions. • Maintain online formative assessment tools to assess student progress and need. 	<ul style="list-style-type: none"> • Provide supplemental online math resources. • Provide supplemental science resources to support NGSS implementation. • Maintain technology-based curriculum to meet individual student needs including Study Island and Adaptive Intervention Solutions. • Maintain online formative assessment tools to assess student progress and need.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$10,500	Amount \$11,500	Amount \$11,500
Source Supplemental & Concentration	Source Supplemental & Concentration	Source Supplemental & Concentration
Budget Reference Services & Other Operating	Budget Reference Services & Other Operating	Budget Reference Services & Other Operating

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Continue Summer Intersession for credit recovery. Provide additional tutoring as needed. Provide school supplies. Support with Driver's Education and Driver's training as applicable. Provide educational and career counseling along with support in vocational education activities. 	<ul style="list-style-type: none"> Continue Summer Intersession for credit recovery. Provide additional tutoring as needed. Provide school supplies. Support with Driver's Education and Driver's training as applicable. Provide educational and career counseling along with support in vocational education activities. 	<ul style="list-style-type: none"> Continue Summer Intersession for credit recovery. Provide additional tutoring as needed. Provide school supplies. Support with Driver's Education and Driver's training as applicable. Provide educational and career counseling along with support in vocational education activities.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$6,500	Amount \$7,000	Amount \$7,500

Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Certificated & Classified Salaries & Benefits	Budget Reference	Certificated & Classified Salaries & Benefits	Budget Reference	Certificated & Classified Salaries & Benefits
Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Services & Other Operating	Budget Reference	Services & Other Operating	Budget Reference	Services & Other Operating

Action **6**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none">Provide Primary Language curriculum as needed.	<ul style="list-style-type: none">Provide Primary Language curriculum as needed.	<ul style="list-style-type: none">Provide Primary Language curriculum as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$500</p>	<p>Amount</p> <p>\$500</p>	<p>Amount</p> <p>\$500</p>
<p>Source</p> <p>Supplemental and Concentration</p>	<p>Source</p> <p>Supplemental and Concentration</p>	<p>Source</p> <p>Supplemental and Concentration</p>
<p>Budget Reference</p> <p>Materials and Supplies</p>	<p>Budget Reference</p> <p>Materials and Supplies</p>	<p>Budget Reference</p> <p>Materials and Supplies</p>

Action **7**

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

Students to be Served

All Students with Disabilities [Foster Youth]_____

Location(s)

All schools Specific Schools:_____ Specific Grade spans:_____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools:_____ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Work with FY Liaison to monitor assessment data to support and sustain the educational success of foster youth. 	<ul style="list-style-type: none"> Work with FY Liaison to monitor assessment data to support and sustain the educational success of foster youth. 	<ul style="list-style-type: none"> Work with FY Liaison to monitor assessment data to support and sustain the educational success of foster youth.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount \$0</p>	<p>Amount \$0</p>	<p>Amount \$0</p>
<p>Source Included with Goal 4, Action 1 as part of regular staff duties</p>	<p>Source Included with Goal 4, Action 1 as part of regular staff duties</p>	<p>Source Included with Goal 4, Action 1 as part of regular staff duties</p>
<p>Budget Reference Classified Salaries and Benefits</p>	<p>Budget Reference Classified Salaries and Benefits</p>	<p>Budget Reference Classified Salaries and Benefits</p>

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Students with disabilities will participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe needs who require specialized services. ERMHS services provided by counselor as needed. 	<ul style="list-style-type: none"> Students with disabilities will participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe needs who require specialized services. ERMHS services provided by counselor as needed. 	<ul style="list-style-type: none"> Students with disabilities will participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe needs who require specialized services. ERMHS services provided by counselor as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$34,000	Amount: \$35,190	Amount: \$36,422
Source: Special Ed	Source: Special Ed	Source: Special Ed
Budget Reference: Services & Other Operating	Budget Reference: Services & Other Operating	Budget Reference: Services & Other Operating

New Modified Unchanged

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.

State and/or Local Priorities Addressed by this goal:

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

Identified 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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Attendance (ADA)	86.5% - an increase of 1.7%	Increase 1 percentage point to 87%	Increase an additional percentage point to 88%	Increase an additional percentage point to 89%
Suspension rate	6.5%	6%	5%	Maintain at 5% or lower
Chronic Absenteeism	31% - an increase of 8%	Decrease to meet original baseline of 23%.	Decrease an additional percentage point to 22%	Decrease an additional percentage point to 21%
Expulsion rate	0 expulsions in 2016-17	Maintain low expulsion rate to <1%	Maintain low expulsion rate to <1%	Maintain low expulsion rate to <1%
MS drop-out rate	0%	Maintain low MS drop-out rate to <1%	Maintain low MS drop-out rate to <1%	Maintain low MS drop-out rate to <1%

Parent participation , including parents of special needs and unduplicated pupils	Average parent contacts per week in 2016 – 15. Adjust metric to better reflect contact with every parent.	100% of student's parents will be contacted weekly at least one time.	100% of student's parents will be contacted weekly at least one time.	100% of student's parents will be contacted weekly at least one time.
Parent input in decision making process	100% parents solicited to provide input in decision making processes via annual survey, invitation to attend SSC meetings and monthly board meetings.	100% parents will be contacted to provide input in decision making processes via annual survey and sent invitations to attend all SSC meetings and monthly board meetings.	100% parents will be contacted to provide input in decision making processes via annual survey and sent invitations to attend all SSC meetings and monthly board meetings.	100% parents will be contacted to provide input in decision making processes via annual survey and sent invitations to attend all SSC meetings and monthly board meetings.
Facilities in good repair (FIT Review)	Exemplary overall rating	Maintain Exemplary overall rating on FIT	Maintain Exemplary overall rating on FIT	Maintain Exemplary overall rating on FIT
Positive school connectedness – student surveys	93% reported positive school connections on survey	Maintain at or above 95% of students reporting positive school connections on annual survey	Maintain at or above 95% of students reporting positive school connections on annual survey	Maintain at or above 95% of students reporting positive school connections on annual survey
No cohort data – HS dropout and graduation rates not applicable.	N/A	N/A	N/A	N/A

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Provide Professional Development and curriculum to promote positive school climate including safety training, drug and gang information, and social/emotional learning strategies. • Continue Non-Crisis Intervention training (annual refresher) and implementation. • Provide Positive Behavior and Intervention Support training and implementation to include data collection and positive support incentives. • Provide Drug Intervention training • Continue partnerships with county agencies for life skills, behavior management, and vocational support to students. • Provide ART (Aggression Replacement Training) for 	<ul style="list-style-type: none"> • Provide Professional Development and curriculum to promote positive school climate including safety training, drug and gang information, and social/emotional learning strategies. • Continue Non-Crisis Intervention training (annual refresher) and implementation. • Provide Positive Behavior and Intervention Support training and implementation to include data collection and positive support incentives. • Provide Drug Intervention training 	<ul style="list-style-type: none"> • Provide Professional Development and curriculum to promote positive school climate including safety training, drug and gang information, and social/emotional learning strategies. • Continue Non-Crisis Intervention training (annual refresher) and implementation. • Provide Positive Behavior and Intervention Support training and implementation to include data collection and positive support incentives. • Provide Drug Intervention training • Continue partnerships with county agencies for life skills, behavior management, and

students.	<ul style="list-style-type: none"> • Continue partnerships with county agencies for life skills, behavior management, and vocational support for students. • Provide ART (Aggression Replacement Training) for students. 	vocational support for students. <ul style="list-style-type: none"> • Provide ART (Aggression Replacement Training) for students.
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$6,000	Amount	\$6,000	Amount	\$6,000
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Services & Other Operating	Budget Reference	Services & Other Operating	Budget Reference	Services & Other Operating

PLANNED ACTIONS / SERVICES

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

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Provide specialized food services to encourage good nutrition and school attendance. • Provide transportation assistance to reduce absenteeism. • Provide health and fitness education. 	<ul style="list-style-type: none"> • Provide specialized food services to encourage good nutrition and school attendance. • Provide transportation assistance to reduce absenteeism. • Provide health and fitness education. 	<ul style="list-style-type: none"> • Provide specialized food services to encourage good nutrition and school attendance. • Provide transportation assistance to reduce absenteeism. • Provide health and fitness education.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$23,000	Amount	\$25,200	Amount	\$27,400
Source	Base	Source	Base	Source	Base
Budget Reference	Services & Other Operating	Budget Reference	Services & Other Operating	Budget Reference	Services & Other Operating

PLANNED ACTIONS / SERVICES

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

Action 3

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Continue parent intake procedures to encourage parent engagement. Provide increased parent conferencing opportunities. 	<ul style="list-style-type: none"> Continue parent intake procedures to encourage parent engagement. Provide increased parent conferencing opportunities for parents. 	<ul style="list-style-type: none"> Continue parent intake procedures to encourage parent engagement. Provide increased parent conferencing opportunities.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$68,528	Amount: \$70,926	Amount: \$73,409
Source: Base	Source: Base	Source: Base
Budget Reference: Classified Salaries & Benefits	Budget Reference: Classified Salaries & Benefits	Budget Reference: Classified Salaries & Benefits

PLANNED ACTIONS / SERVICES

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

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Transitional Aide support to assist with student success in the classroom.	Provide Transitional Aide support to assist with student success in the classroom.	Provide Transitional Aide support to assist with student success in the classroom.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$33,040	Amount: \$34,196	Amount: \$35,393
Source: Title I	Source: Title I	Source: Title I
Budget Reference: Classified Salaries & Benefits	Budget Reference: Classified Salaries & Benefits	Budget Reference: Classified Salaries & Benefits

PLANNED ACTIONS / SERVICES

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

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Counselor to assist in social/emotional development and support. Counselor to also provide absentee outreach.	Provide Counselor to assist in social/emotional development and support. Counselor to also provide absentee outreach.	Provide Counselor to assist in social/emotional development and support. Counselor to also provide absentee outreach.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$75,081	Amount: \$77,708	Amount: \$80,428
Source: Supplemental & Concentration	Source: Supplemental & Concentration	Source: Supplemental & Concentration
Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits

PLANNED ACTIONS / SERVICES

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

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide supplies and mentoring for health and hygiene needs.	Provide supplies and mentoring for health and hygiene needs.	Provide supplies and mentoring for health and hygiene needs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$500	Amount: \$500	Amount: \$500
Source: Supplemental & Concentration	Source: Supplemental & Concentration	Source: Supplemental & Concentration
Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies

New Modified Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified 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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Recidivism Rate	21%	19%	17%	15%
Number of Successful transitions to a less restrictive environment or earn a HS diploma	75%	80%	81%	82%
% of eligible students who graduate	100%	Maintain at or above 98%	Maintain at or above 98%	Maintain at or above 98%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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 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 8) Begin development of MOU with NJUHSD regarding coordination of partial credit policies when students transfer back to comprehensive school site.	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 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	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 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

	<ul style="list-style-type: none"> 5) Increase available vocational education activities 6) Credit recovery with extended learning times 7) Life skills and problem solving activities 8) Implement MOU with NJUHSD regarding coordination of partial credit policies when students transfer back to comprehensive school site. 	<ul style="list-style-type: none"> 6) Credit recovery with extended learning times 7) Life skills and problem solving activities 8) Continue MOU with NJUHSD regarding coordination of partial credit policies when students transfer back to comprehensive school site.
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: Included with Goal 1, Action 1	Amount: Included with Goal 1, Action 1	Amount: Included with Goal 1, Action 1
Source: Base/EPA	Source: Base/EPA	Source: Base/EPA
Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits

New
 Modified
 Unchanged

Goal 4

Provide a countywide Foster Youth Services Coordinating Program to ensure educational stability of all foster youth in the county. Through community partnerships, case management, and collaborative efforts we will work to decrease disruption of educational services for foster youth after a change in residential placement and increase the percentage of foster youth for whom key stakeholders have the education-related information needed to identify educational strengths, needs, and necessary services. We will provide services and resources necessary to remove barriers to education and promote success.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified 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.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of FY suspended or expelled	.03%	Maintain at or less than1%	Maintain at or less than1%	Maintain at or less than1%
Average release of school and health records, including the health and education passport on change of placement	1 day	Maintain at 1 day	Maintain at 1 day	Maintain at 1 day
Total contacts with school and community agencies through trainings and collaborative meetings	38 (an increase of 19% from previous year)	Maintain at 35 – 40 per year	Maintain at 35 – 40 per year	Maintain at 35 – 40 per year
Percent of Grade 12 FY who receive HS diploma	82% (an increase from 75% previous year)	Maintain at 82% or above	Maintain at 82% or above	Maintain at 82% or above
Average Daily Attendance of FY in county	98%	Maintain at or above 98%	Maintain at or above 98%	Maintain at or above 98%
Percent of FY who exhibit mental health issues referred to County Behavioral Health for assessment	100%	Maintain at 100%	Maintain at 100%	Maintain at 100%
Percent of eligible FY who actively participate in ILP	92% (an increase from 75% previous year)	Maintain at 92% or above	Maintain at 92% or above	Maintain at 92% or above

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> All Foster Youth attending schools in the County
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

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

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.
- Continue to work collaboratively with county agencies to streamline placement process and combine resources for schools.
- Encourage student voice and collaboration with schools and county agencies through annual (Youth in Placement Action Team) YPAT meeting.
- Create MOU to outline transportation policies on change in school of origin.
- FY Coordinator will participate in all school or origin placement decisions.

B. Provide Foster Youth Specialist to work specifically with the unique needs of high school students including academic counseling to assist youth in reaching educational goals.

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
- Continue to work collaboratively with county agencies to streamline placement process and combine resources for schools.
- Encourage student voice and collaboration with schools and county agencies through annual (Youth in Placement Action Team) YPAT meeting.
- Implement MOU to outline transportation policies on change in school of origin.
- FY Coordinator will participate in all school or origin placement decisions.

B. Provide Foster Youth Specialist to work specifically with the unique needs of high school students including academic counseling to assist youth in reaching educational goals.

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.
- Continue to work collaboratively with county agencies to streamline placement process and combine resources for schools.
- Encourage student voice and collaboration with schools and county agencies through annual (Youth in Placement Action Team) YPAT meeting.
- Continue implementation of MOU to outline transportation policies on change in school of origin.
- FY Coordinator will participate in all school or origin placement decisions.

B. Provide Foster Youth Specialist to work specifically with the unique needs of high school students including academic counseling to assist youth in reaching educational goals.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$134,110	Amount	\$138,804	Amount	\$143,661
Source	Foster Youth	Source	Foster Youth	Source	Foster Youth
Budget Reference	Classified Salaries & Benefits	Budget Reference	Classified Salaries & Benefits	Budget Reference	Classified Salaries & Benefits

PLANNED ACTIONS / SERVICES

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

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> All Foster Youth attending schools in the County
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Foster Youth Tutoring Services.	Provide Foster Youth Tutoring Services.	Provide Foster Youth Tutoring Services.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$49,630	Amount \$51,367	Amount \$53,165
Source Title I	Source Title I	Source Title I
Budget Reference Classified Salaries & Benefits	Budget Reference Classified Salaries & Benefits	Budget Reference Classified Salaries & Benefits

PLANNED ACTIONS / SERVICES

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

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> All Foster Youth attending schools in the County
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide case worker support for the ILP Program for transition-age foster youth.	Provide case worker support for the ILP Program for transition-age foster youth.	Provide case worker support for the ILP Program for transition-age foster youth.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$32,944	Amount \$34,097	Amount \$35,290
Source Local County Grant - Independent Living Program	Source Local County Grant - Independent Living Program	Source Local County Grant - Independent Living Program
Budget Reference Classified Salaries & Benefits	Budget Reference Classified Salaries & Benefits	Budget Reference Classified Salaries & Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 80,332

Percentage to Increase or Improve Services:

3.07%

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

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

Due to the nature of our program we understand that our students come to us often with past trauma, behavioral concerns, and usually behind academically. Although , all students will have access to the services on a LEAwide basis as our unduplicated count is over 83%, supplemental and concentration funds will be principally directed toward and most effective in meeting the needs of our low income, English learner and foster youth students through a focus primarily on social/emotional supports and academic interventions. Increased or improved services include: remediation with extended school year opportunities, tutoring sessions for credit recovery and grade level remediation, counseling support for social and emotional development, paraprofessional assistance for students to assist in crisis intervention and academic support in the classroom, onsite curriculum and technology to provide for universal access to curriculum and provide an enhanced individualized learning experience for our students. Additionally, professional development and instructional coaching will be provided to staff to support the use of strategies needed to support English Learners, foster youth, homeless youth and students who are victims of trauma including: CPI training, trauma informed care, and Universal Design for Learning.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?