

Local Control and Accountability Plan

Nevada County Superintendent of Schools

July 1, 2015 – June 30, 2018



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

Our Mission: Through exemplary countywide leadership, facilitation, and support, the Nevada County Superintendent of Schools programs and staff will create, sustain, and encourage high quality educational programs for all students. High academic standards, safe and engaging learning environments, and the development of community partnerships will help in our mission to prepare students for the future.

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

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

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

Introduction:

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

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>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.</p> <ul style="list-style-type: none"> • September, 2014 – June, 2015: Monthly reports given to the County Board of Education on LCFF and LCAP. • August 2014 – June, 2015: Monthly staff meetings with Alternative Education staff to discuss student progress and LCAP goals. The NCSOS Alternative Education staff members do not participate in a local bargaining unit. • September 8, 2014: Foster Youth Coordinator presented to all county administrators to gain input on needed technical assistance and services to support Foster Youth. • October 30, 2014: LCFF and LCAP information shared with NCSOS Alternative Education Programs School Site Council which acts as our Parent Advisory Committee. • LEA presented to School Site Council Meetings, January 15, 2015 and March 19, 2015, on student progress as related to the goals and metrics specified in the LCAP were discussed These public meetings include community, parent, staff, student, and foster youth representation. Members were given the opportunity to give input on progress and discuss goals moving forward. • January 12, 2015: LEA information regarding LCFF and LCAP were discussed for input and feedback at a community meeting of the Nevada County Core Management Team (CMT) which includes representatives from county child welfare, local law enforcement agencies, county behavioral health, probation, family resource centers, and foster youth services. • March 2015 – parent and student surveys (including our foster youth) were given to gain input on progress and recommendations for moving forward to support student achievement. 	<p>Stakeholder input provided the LEA with several identified areas of focus to promote student success: academic achievement (including ELA, math, and credit recovery), effective communication skills, critical thinking and problem solving strategies, and life skills. Across all stakeholder groups, support to encourage positive behavior was determined as a priority to help promote student success in school and beyond.</p> <p>The following student priorities described by stakeholders (staff, parents, community members, and students) have been incorporated into our plan:</p> <ul style="list-style-type: none"> • Academic achievement • Positive behavior intervention/ Social skills • Credit recovery and graduation assistance • Effective communication skills • Problem solving/ Critical thinking • Life skills (vocational and technology)

<ul style="list-style-type: none"> • May 27, 2015: LCAP draft and Annual Update presented to Alternative Education Programs School Site Council for input and feedback. There were no comments requiring written response from the Superintendent in this meeting. • June 17, 2015: Public Hearing held to review LCAP draft and seek input. • June 30, 2015: County Board of Trustees approved LCAP. 	
<p>Annual Update:</p> <ul style="list-style-type: none"> • August 2014: A schedule and matrix for data collection on the metrics was developed. • September 2014 – June, 2015: Data shared with the County Board of Education on student progress as related to goals and metrics specified in the 2014 – 2015 LCAP, along with monthly updates on budgeted expenditures. • September 8, 2014: Foster Youth Coordinator presented to all county administrators to gain input on needed technical assistance and services to support Foster Youth. • LEA presented to School Site Council Meetings October 30, 2014, January 15, 2015, and March 19, 2015 for the NCSOS Alternative Education Program. These public meetings include community, parent, staff, student, and foster youth representation. Updates on student progress as related to the goals and metrics specified in the LCAP were discussed. Members were given the opportunity to give input on progress and discuss goals moving forward. • January 12, 2015: LEA information regarding student achievement data and current educational practices were discussed at a community meeting of the Nevada County Core Management Team (CMT). The CMT is an interagency team composed of representatives from education, law enforcement, probation, county behavioral health, family resource centers, and NCSOS employees. Members were given the opportunity to give input on progress and discuss goals moving forward. • March 2015: Staff were presented with data on student progress and goals and given opportunity to provide feedback on goals and metrics. • March 2015 – parent and student surveys were given to gain input on progress and recommendations for moving forward to support student achievement. • May 27, 2015: LCAP draft and Annual Update presented to Alternative 	<p>Annual Update:</p> <p>Through this process all of our stakeholders have been pleased with the direction, progress, and goals outlined in the annual update.</p> <p>The student priorities addressed in the 2014-15 plan continue to be a focus:</p> <ul style="list-style-type: none"> • Academic achievement • Positive behavior intervention/ Social skills • Credit recovery and graduation assistance • Effective communication skills • Problem solving/ Critical thinking • Life skills (vocational and technology) <p>Additionally, stakeholders have expressed interest in providing directed services and training to front line office staff at each of the county schools regarding intake procedures of foster youth, providing countywide sensitivity training regarding the needs of foster youth, and providing countywide training on assessing and documenting partial credits earned.</p>

Education Programs School Site Council for input and feedback.	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	1) All students will improve their ELA proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Need: Based on formative and summative assessment data many of our students are behind in grade level academic standards and graduation credit requirements. We have a need to increase student achievement and performance towards graduation requirements and transferability back to a comprehensive school site. Metrics: Formative and Summative assessments: API, CAASPP, CAHSEE, CELDT, Star Reading, Read 180, Study Island, Student transcripts to include course completion, EL Reclassification, Highly qualified teachers, teacher misassignments, Standards aligned instructional materials.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	A. Meet or exceed growth API target as applicable – data not yet available B. Baseline data will be established this year on the CAASPP state testing. C. Improve baseline achievement on local assessments by 1% annually. D. EL students will improve toward proficiency as measured by CELDT scores. E. 65% will show evidence of earning at least .3 credits per day in a broad course of study toward HS graduation and course completion, including unduplicated students and student with exceptional needs. F. Maintain 100% improvement in foundational scores to pass the CAHSEE in ELA G. Increase pass rate on CAHSEE to 70% in ELA H. Maintain EL Reclassification rate I. Maintain 100% Highly qualified teachers with no misassignments J. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards, to support implementation of adopted state standards. ** A-G req, EAP, AP testing are not applicable to our alternative education program due to the fluidity of our student population.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Fully credentialed staff	LEA-wide	<u>X</u> ALL	1) \$118K LCFF base

<ul style="list-style-type: none"> 2) New teachers participate in BTSA 3) Provide ongoing Professional Development to assist in instructional strategies and CCSS and ELD standards implementation 4) Provide collaboration time aligned with common core instructional strategies 5) Provide CCSS aligned curriculum and materials 6) Independent Learning contracts 7) Individual assistance/tutoring 8) Technology-based curriculum 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> salaries and benefits, \$106K Title I 2) \$1K LCFF base 3) \$1K LCFF base 4) Included in salaries/benefits above 5) \$1K services LCFF base 6) included in salaries above 7) \$10K LCFF base, \$3K Title I 8) \$1K services
<ul style="list-style-type: none"> 9) Summer School/Intersession 10) Additional tutoring, Inst Asst 11) Provide necessary school supplies 12) Support with Driver's education 13) Educational and career guidance counseling Access to vocational education activities 14) Provide additional assessment as needed to increase student achievement in ELA. 15) ELD Curriculum/Primary language curriculum 16) Technology and software support 17) Monitor data to support and sustain the educational success of foster youth 	LEA-wide	<p>__ALL</p> <hr/> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> 9) \$4k salaries/benefits, \$2k services LCFF Supp/Conc 10) \$3K LCFF Supp/Conc 11) \$3K supplies – LCFF Supp/Conc 12) \$1K services– LCFF Supp/Conc 13) \$3K services – LCFF Supp/Conc 14) \$2K services – LCFF Supp/Conc 15) \$500 services – LCFF Supp/Conc 16) \$6k services – LCFF Supp/Conc 17) included in salaries/benefits above
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services</p>	LEA-wide	<p>__ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Student with Disabilities</u></p>	<ul style="list-style-type: none"> \$15K – LCFF other

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- A. Meet or exceed growth API target as applicable
- B. Improve on previous year’s achievement on state and local assessments by 1% annually.
- C. EL students will improve toward proficiency as measured by CELDT scores
- D. 70% will show evidence of earning at least .3 credits per day broad course of study toward HS graduation and course completion, including unduplicated students and student with exceptional needs.
- E. Maintain 100% improvement in foundational scores to pass the CAHSEE in ELA
- F. Maintain EL Reclassification rate
- G. Maintain 100% Highly qualified teachers with no misassignments
- H. 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Fully credentialed staff 2) New teachers participate in BTSA 3) Provide ongoing Professional Development to assist in instructional strategies and CCSS and ELD standards implementation 4) Provide collaboration time aligned with common core instructional strategies 5) Provide CCSS aligned curriculum and materials 6) Independent Learning contracts 7) Individual assistance/tutoring 8) Technology-based curriculum	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1) \$118K LCFF base salaries and benefits, \$106K Title I 2) \$1K LCFF base 3) \$1K LCFF base 4) Included in salaries/benefits above 5) \$1K services LCFF base 6) included in salaries above 7) \$10K LCFF base, \$3K Title I 8) \$1K services
9) Summer School/Intersession	LEA-wide	<input type="checkbox"/> ALL	9) \$4k salaries/benefits,

<ul style="list-style-type: none"> 10) Additional tutoring, Inst Asst 11) Provide necessary school supplies 12) Support with Driver’s education 13) Educational and career guidance counseling Access to vocational education activities 14) Provide additional assessment as needed to increase student achievement in ELA. 15) ELD Curriculum/Primary language curriculum 16) Technology and software support 17) Monitor data to support and sustain the educational success of foster youth 		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2k services LCFF Supp/Conc 10) \$3K LCFF Supp/Conc 11) \$3K supplies – LCFF Supp/Conc 12) \$1K services– LCFF Supp/Conc 13) \$3K services – LCFF Supp/Conc 14) \$2K services – LCFF Supp/Conc 15) \$500 services – LCFF Supp/Conc 16) \$6k services – LCFF Supp/Conc 17) included in salaries/benefits above</p>
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services</p>	<p>LEA-wide</p>	<p><u>__ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students w/Disabilities</u></p>	<p>\$15K – LCFF other</p>
<p>LCAP Year 3: 2017-18</p>			

Expected Annual Measurable Outcomes:

- A. Meet or exceed growth API target as applicable
- B. Improve on previous year’s achievement on state and local assessments by 1% annually.
- C. EL students will improve toward proficiency as measured by CELDT scores
- D. 75% will show evidence of earning at least .3 credits per day broad course of study toward HS graduation and course completion, including unduplicated students and student with exceptional needs.
- E. Maintain 100% improvement in foundational scores to pass the CAHSEE in ELA
- F. Maintain EL Reclassification rate
- G. Maintain 100% Highly qualified teachers with no misassignments
- H. Maintain 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Fully credentialed staff 2) New teachers participate in BTSA 3) Provide ongoing Professional Development to assist in instructional strategies and CCSS and ELD standards implementation 4) Provide collaboration time aligned with common core instructional strategies 5) Provide CCSS aligned curriculum and materials 6) Independent Learning contracts 7) Individual assistance/tutoring 8) Technology-based curriculum	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1) \$118K LCFF base salaries and benefits, \$106K Title I 2) \$1K LCFF base 3) \$1K LCFF base 4) Included in salaries/benefits above 5) \$1K services LCFF base 6) included in salaries above 7) \$10K LCFF base, \$3K Title I 8) \$1K services
9) Summer School/Intersession 10) Additional tutoring, Inst Asst 11) Provide necessary school supplies 12) Support with Driver’s education 13) Educational and career guidance counseling Access to vocational education activities 14) Provide additional assessment as needed to increase student achievement in ELA.	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	9) \$4k salaries/benefits, \$2k services LCFF Supp/Conc 10) \$3K LCFF Supp/Conc 11) \$3K supplies – LCFF Supp/Conc 12) \$1K services– LCFF Supp/Conc 13) \$3K services – LCFF

15) ELD Curriculum/Primary language curriculum 16) Technology and software support 17) Monitor data to support and sustain the educational success of foster youth			Supp/Conc 14) \$2K services – LCFF Supp/Conc 15) \$500 services – LCFF Supp/Conc 16) \$6k services – LCFF Supp/Conc 17) included in salaries/benefits above
Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X Other Subgroups:(Specify) <u>Students w. disabilities</u>	\$15K – LCFF other

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL:	2) All students will improve their Math proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Need: Based on formative and summative assessment data many of our students are behind in grade level academic standards and graduation credit requirements. We have a need to increase student achievement and performance towards graduation requirements and transferability back to a comprehensive school site. Metrics: Formative and Summative assessments: API, CAASPP, CAHSEE, CELDT, Star Reading, Read 180, Study Island, Student transcripts to include course completion, EL Reclassification, Highly qualified teachers, teacher misassignments, Standards aligned instructional materials.	
Goal Applies to:	Schools: All	

Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- A. Meet or exceed growth API target as applicable
- B. Baseline data will be established this year on the CAASPP state testing.
- C. Improve baseline achievement on local assessments by 1% annually.
- D. EL students will improve toward proficiency as measured by CELDT scores.
- E. 65% will show evidence of earning at least .3 credits per day in a broad course of study toward HS graduation and course completion, including unduplicated students and student with exceptional needs.
- F. Maintain 100% improvement in foundational scores to pass the CAHSEE in ELA
- G. Increase pass rate on CAHSEE to 70% in ELA
- H. Maintain EL Reclassification rate
- I. Maintain 100% Highly qualified teachers with no misassignments
- J. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards, to support implementation of adopted state standards.

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Fully credentialed staff 2) New teachers participate in BTSA 3) Provide Professional Development 4) Provide collaboration time aligned with common core instructional strategies 5) Provide CCSS aligned curriculum and materials 6) Independent Learning contracts 7) Individual assistance/tutoring 8) Technology-based curriculum	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1) \$118K LCFF base salaries and benefits, \$106K Title I 2) included in goal 1 3) \$1K LCFF base 4) Included in salaries/benefits above 5) \$1K services LCFF base 6) included in salaries above 7) \$9K LCFF base, \$3K Title I 8) \$1K services
9) Extended School Year / Summer School	LEA-wide	<input type="checkbox"/> ALL	9) \$4k salaries/benefits,

<ul style="list-style-type: none"> 10) Additional tutoring, Inst Asst 11) Provide necessary school supplies 12) Support with Driver's education 13) Educational and career guidance counseling Access to vocational education activities 14) Provide additional assessment and tutoring as needed to increase student achievement in ELA. 15) ELD Curriculum/Primary language curriculum 16) Technology and software support 17) Monitor data to support and sustain the educational success of foster youth 		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> \$2k services LCFF Supp/Conc 10) \$2K LCFF Supp/Conc 11) \$2K supplies – LCFF Supp/Conc 12) included in goal 1 13) \$2K services – LCFF Supp/Conc 14) \$2K services – LCFF Supp/Conc 15) \$500 services – LCFF Supp/Conc 16) \$5K services – LCFF Supp/Conc 17) included in salaries/benefits above
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> A. Meet or exceed growth API target as applicable B. Improve on previous year's achievement on state and local assessments by 1% annually. C. EL students will improve toward proficiency as measured by CELDT scores D. 70% will show evidence of earning at least .3 credits per day broad course of study toward HS graduation and course completion, including unduplicated students and student with exceptional needs. E. Maintain 100% improvement in foundational scores to pass the CAHSEE in ELA F. Maintain EL Reclassification rate G. Maintain 100% Highly qualified teachers with no misassignments H. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards, to support implementation of adopted state standards. <p>** A-G req, EAP, AP testing are not applicable to our alternative education program due to the fluidity of our student population.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Fully credentialed staff	LEA-wide	<input checked="" type="checkbox"/> ALL	1) \$118K LCFF base

<ul style="list-style-type: none"> 2) New teachers participate in BTSA 3) Provide Professional Development 4) Provide collaboration time aligned with common core instructional strategies 5) Provide CCSS aligned curriculum and materials 6) Independent Learning contracts 7) Individual assistance/tutoring 8) Technology-based curriculum 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> salaries and benefits, \$106K Title I 2) included in goal 1 3) \$1K LCFF base 4) Included in salaries/benefits above 5) \$1K services LCFF base 6) included in salaries above 7) \$9K LCFF base, \$3K Title I 8) \$1K services
<ul style="list-style-type: none"> 9) Summer School/Intersession 10) Additional tutoring, Inst Asst 11) Provide necessary school supplies 12) Support with Driver's education 13) Educational and career guidance counseling Access to vocational education activities 14) Provide additional assessment as needed to increase student achievement in ELA. 15) ELD Curriculum/Primary language curriculum 16) Technology and software support 17) Monitor data to support and sustain the educational success of foster youth 	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> 9) \$4k salaries/benefits, \$2k services LCFF Supp/Conc 10) \$2K LCFF Supp/Conc 11) \$2K supplies – LCFF Supp/Conc 12) included in goal 1 13) \$2K services – LCFF Supp/Conc 14) \$2K services – LCFF Supp/Conc 15) \$500 services – LCFF Supp/Conc 16) \$5K services – LCFF Supp/Conc 17) included in salaries/benefits above
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:

- A. Meet or exceed growth API target as applicable
- B. Improve on previous year's achievement on state and local assessments by 1% annually.
- C. EL students will improve toward proficiency as measured by CELDT scores
- D. 75% will show evidence of earning at least .3 credits per day broad course of study toward HS graduation and course completion, including unduplicated students and student with exceptional needs.
- E. Maintain 100% improvement in foundational scores to pass the CAHSEE in ELA
- F. Maintain EL Reclassification rate
- G. Maintain 100% Highly qualified teachers with no misassignments
- H. 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Fully credentialed staff 2) New teachers participate in BTSA 3) Provide Professional Development 4) Provide collaboration time aligned with common core instructional strategies 5) Provide CCSS aligned curriculum and materials 6) Independent Learning contracts 7) Individual assistance/tutoring 8) Technology-based curriculum	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1) \$118K LCFF base salaries and benefits, \$106K Title I 2) included in goal 1 3) \$1K LCFF base 4) Included in salaries/benefits above 5) \$1K services LCFF base 6) included in salaries above 7) \$9K LCFF base, \$3K Title I 8) \$1K services
9) Summer School/Intersession	LEA-wide	<input type="checkbox"/> ALL	9) \$4k salaries/benefits,

- 10) Additional tutoring, Inst Asst
- 11) Provide necessary school supplies
- 12) Support with Driver's education
- 13) Educational and career guidance counseling
Access to vocational education activities
- 14) Provide additional assessment as needed to increase student achievement in ELA.
- 15) ELD Curriculum/Primary language curriculum
- 16) Technology and software support
- 17) Monitor data to support and sustain the educational success of foster youth

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

- \$2k services
- LCFF Supp/Conc
- 10) \$2K LCFF Supp/Conc
- 11) \$2K supplies – LCFF Supp/Conc
- 12) included in goal 1
- 13) \$2K services – LCFF Supp/Conc
- 14) \$2K services – LCFF Supp/Conc
- 15) \$500 services – LCFF Supp/Conc
- 16) \$5K services – LCFF Supp/Conc
- 17) included in salaries/benefits above

GOAL:	3) All students will be educated in learning environments that are engaging, safe, drug free, and conducive to learning. This includes providing a well-rounded course of study, healthy meals, positive intake and release procedures, behavior intervention strategies, increased parent involvement, and improved attendance rates.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Need: Increase positive behavior supports to ensure a safe and healthy learning environment where students want to come to school and learn. Metrics: Monthly discipline logs, parent and student Surveys, suspension and expulsion rates, attendance rates, Middle School drop-out rates, parent conferences, course offerings, Well maintained facilities.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		

Expected Annual Measurable Outcomes:

- A. Increase ADA by 1% (2014-15 = 83.8%)
- B. Decrease in suspension rate by an additional 1% (2014-15 = 40 total incidents)
- C. Decrease chronic absenteeism by 2% (2014-15 = 23%)
- 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

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide Professional Development and curriculum to promote positive school climate. 2) Non Crisis Intervention implementation 3) Positive Behavior Intervention and Support training and implementation 4) Food Services 5) Drug Intervention Training 6) Transportation to reduce absenteeism 7) Continue parent intake procedures 8) Increased conferencing opportunities 9) Transitional Aide support to assist with student success in classrooms 10) Counseling and positive behavior support 11) Health and fitness education 12) Implement Restorative practices 13) Partnerships with county agencies for life skills, behavior management, and vocational support 14) Research and implement data collection system to monitor school climate, behavior and attendance	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1) \$1K supplies – LCFF base, \$1K services Title I 2) \$1K services Title I 3) \$1K services – LCFF base 4) \$15K services LCFF base 5) \$1k services LCFF base 6) \$5K services LCFF base 7) Included salaries & benefits goals 1 & 2 8) Included salaries & benefits goals 1& 2 9) Included salaries & benefits goals 1 & 2 10) \$1K services LCFF base 11) \$2K salaries/benefits LCFF base 12) included in salaries above 13) \$15K - In-Kind – Nevada County Behavioral Health Therapy 14)) included in salaries above
15) Hire Counselor to assist in social/emotional	LEA-wide	<input type="checkbox"/> ALL	15) \$84K salaries /

development
16) Supplies and mentoring for health and hygiene needs

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

benefits – LCFF
 Supp/Conc
 16) \$2K supplies – LCFF
 Supp/Conc

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- A. Increase ADA by 1%
- B. Decrease in suspension rate by an additional 1%
- C. Decrease chronic absenteeism by 2%
- 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

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide Professional Development and curriculum	LEA-wide	<input checked="" type="checkbox"/> ALL	1) \$1K supplies – LCFF

<p>to promote positive school climate.</p> <ol style="list-style-type: none"> 2) Non Crisis Intervention implementation 3) Positive Behavior Intervention and Support training and implementation 4) Food Services 5) Drug Intervention Training 6) Transportation to reduce absenteeism 7) Continue parent intake procedures 8) Increased conferencing opportunities 9) Transitional Aide support to assist with student success in classrooms 10) Counseling and positive behavior support 11) Health and fitness education 12) Implement Restorative practices 13) Partnerships with county agencies for life skills, behavior management, and vocational support 14) Implement data collection system to monitor school climate, behavior and attendance 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>base, \$1K services Title I 2) \$1K services Title I 3) \$1K services – LCFF base 4) \$15K services LCXFF base 5) \$1k services LCFF base 6) \$5K services LCFF base 7) Included salaries & benefits goals 1 & 2 8) Included salaries & benefits goals 1& 2 9) Included salaries & benefits goals 1 & 2 10) \$1K services LCFF base 11) \$2K salaries/benefits LCFF base 12) included in salaries above 13) \$15K - In-Kind – Nevada County Behavioral Health Therapy 14)) included in salaries above</p>
<ol style="list-style-type: none"> 15) Counselor to assist in social/emotional development 16) Supplies and mentoring for health and hygiene needs 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ol style="list-style-type: none"> 15) \$84K salaries/benefits – LCFF Supp/Conc 16) \$2K supplies – LCFF Supp/Conc

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- A. Increase ADA by 1%
- B. Decrease in suspension rate by an additional 1%
- C. Decrease chronic absenteeism by 2%
- 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

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide Professional Development and curriculum	LEA-wide	<u> </u> X <u> </u> ALL	1) \$1K supplies – LCFF

<p>to promote positive school climate.</p> <ol style="list-style-type: none"> 2) Non Crisis Intervention implementation 3) Positive Behavior Intervention and Support training and implementation 4) Food Services 5) Drug Intervention Training 6) Transportation to reduce absenteeism 7) Continue parent intake procedures 8) Increased conferencing opportunities 9) Transitional Aide support to assist with student success in classrooms 10) Counseling and positive behavior support 11) Health and fitness education 12) Implement Restorative practices 13) Partnerships with county agencies for life skills, behavior management, and vocational support 14) Implement data collection system to monitor school climate, behavior and attendance 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>base, \$1K services Title I 2) \$1K services Title I 3) \$1K services – LCFF base 4) \$15K services LCFF base 5) \$1k services LCFF base 6) \$5K services LCFF base 7) Included salaries & benefits goals 1 & 2 8) Included salaries & benefits goals 1& 2 9) Included salaries & benefits goals 1 & 2 10) \$1K services LCFF base 11) \$2K salaries/benefits LCFF base 12) included in salaries above 13) \$15K - In-Kind – Nevada County Behavioral Health Therapy 14)) included in salaries above</p>
<ol style="list-style-type: none"> 15) Counselor to assist in social/emotional development 16) Supplies and mentoring for health and hygiene needs 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ol style="list-style-type: none"> 15) \$84K salaries/benefits – LCFF Supp/Conc 16) \$2K supplies – LCFF Supp/Conc

<p>GOAL:</p>	<p>4) Expelled students in grades 7 – 12 will benefit from alternative educational services to increase their opportunities to successfully return to a less restrictive educational setting and graduate career or college ready.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__X__ 10__ Local : Specify _____</p>
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Identified Need :	Need: Expelled students need a coordinated effort to learn problem solving and coping skills, and fill gaps in academic achievement to find success in a less restrictive educational setting.
	Metrics: Recidivism rate, Transition rates, Graduation rates (as applicable – although due to the fluidity of our population and lack of student cohort we do not track graduation rates, we keep data on the actual number of graduates we have each year), Transcript review
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	A. 10% decrease in the recidivism rate of expelled youth (2014-15 = 13%) B. 10% increase in the number of successful transitions to a least restrictive environment and/or earn HS diploma. (2014-15 total = 20)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide alternative education program for expelled students with highly qualified and trained staff. NCSOS will adhere to policy and procedure to work with other county agencies to provide for the success and transition of our expelled students. 1) CCSS aligned instructional materials 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	County-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1) \$2K supplies – LCFF base 2 – 7) Included in Goals 1 & 2 salaries / benefits and supplies – LCFF base

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	A. 5% decrease in the recidivism rate of expelled youth B. 5% increase in the number of successful transitions to a least restrictive environment and/or earn HS diploma
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide alternative education program for expelled	Countywide	<input checked="" type="checkbox"/> ALL	

students with highly qualified and trained staff. NCSOS will adhere to policy and procedure to work with other county agencies to provide for the success and transition of our expelled students.

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

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

1) \$2K supplies – LCFF base
 2 – 7) Included in Goals 1 & 2 salaries / benefits and supplies – LCFF base

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- A. 5% decrease in the recidivism rate of expelled youth
- B. 5% increase in the number of successful transitions to a least restrictive environment and/or earn HS diploma

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p> <ol style="list-style-type: none"> 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 	<p>Countywide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1) \$2K supplies – LCFF base 2 -7) Included in Goals 1 & 2 salaries / benefits and supplies – LCFF base</p>

GOAL:	5) Decreased disruption of educational services for foster youth after a change in residential placement and increased percentage of foster youth for whom key stakeholders have the education-related information needed to identify educational strengths, needs and necessary services, and monitor educational progress.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10_X_ Local : Specify _____	
Identified Need :	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. Metrics: changes in school placement; percentage of foster youth for whom the team of stakeholders supporting educational success has the education-related information needed to identify educational strengths, needs and necessary services, and monitor educational progress.			
Goal Applies to:	Schools: All		Applicable Pupil Subgroups: All foster youth attending school in the county	
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	10% increase in number of foster youth for whom key stakeholders have the needed education-related information to provide needed services and supports.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
NCSOS will ensure foster youth services (FYS) program	Countywide	_X_ALL		

provides the education coordination to all foster youth in the county (Ed Code 42238.01).

1) Provide Foster Youth Director/Liaison

- 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

OR:

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

1) \$55K salaries / benefits - Other

2) \$46K salaries / benefits – Title I, \$7K – services, Title I

For foster youth in county operated schools: 3) Summer School 4) Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth 5) Provide additional tutoring and transitional services 6) Access to vocational education activities	LEAwide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	3 - 5) included in goals 1 & 2 salaries/ benefits – LCFF Supp/Conc 6) included in goals 1 & 2 services – LCFF Supp/Conc
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	20% decrease in the foster youth school transfer rate; 20% increase in number of foster youth for whom key stakeholders have the needed education-related information to provide needed services and supports.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
NCSOS will ensure foster youth services (FYS) program	Countywide	<input checked="" type="checkbox"/> ALL	

provides the education coordination to all foster youth in the county (Ed Code 42238.01).

1) Provide Foster Youth Director/Liaison

- 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

For foster youth in county operated schools:

LEAwide

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:(Specify)_____

1) \$55K salaries / benefits - Other

2) \$46K salaries / benefits – Title I, \$7K – services, Title I

ALL

3 - 5) included in

<ul style="list-style-type: none"> 3) Summer School 4) Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth 5) Provide additional tutoring and transitional services 6) Access to vocational education activities 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>goals 1 & 2 salaries/ benefits – LCFF Supp/Conc</p> <p>6) included in goals 1 & 2 services – LCFF Supp/Conc</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>10% decrease in the foster youth school transfer rate; 75% of foster youth will receive the needed services and supports for success in the comprehensive school setting.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>NCSOS will ensure foster youth services (FYS) program</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> ALL</p>	

provides the education coordination to all foster youth in the county (Ed Code 42238.01).

1) Provide Foster Youth Director/Liaison

- 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

For foster youth in county operated schools:

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:(Specify)_____

1) \$55K salaries / benefits - Other

2) \$46K salaries / benefits – Title I, \$7K – services, Title I

LEAwide

ALL

3 - 5) included in

- 3) Summer School
- 4) Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth
- 5) Provide additional tutoring and transitional services
- 6) Access to vocational education activities

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

goals 1 & 2
 salaries/ benefits
 – LCFF
 Supp/Conc

6) included in
 goals 1 & 2
 services – LCFF
 Supp/Conc

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	1) All students will improve their ELA proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify _____				
Goal Applies to:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 2px;">Schools:</td> <td style="padding: 2px;">All</td> </tr> <tr> <td style="padding: 2px;">Applicable Pupil Subgroups:</td> <td style="padding: 2px;">All</td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	All	
Schools:	All					
Applicable Pupil Subgroups:	All					

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: Formative and Summative assessments: API, CAASPP, CAHSEE, CELDT, Star Reading, Read 180, Study Island, Student transcripts to include course completion, EL Reclassification, Highly qualified teachers, teacher misassignments, Standards aligned instructional materials:</p> <ul style="list-style-type: none"> - Meet or exceed growth API target as applicable - 25% will improve in applicable state and local assessments -EL students will improve on CELDT scores toward proficiency -60% will show evidence of earning at least .3 credits per day toward HS grad and course completion -50% will show improvement in foundational scores to pass the CAHSEE in ELA -Maintain EL Reclassification rate -Maintain 100% Highly qualified teachers with no misassignments -Maintain sufficiency in standards aligned instructional materials 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Meet or exceed growth API target as applicable <ul style="list-style-type: none"> • Not applicable, current API scores not available 25% will improve in applicable state and local assessments <ul style="list-style-type: none"> • 67% students showing improvement on local assessment (STAR Reading) EL students will improve on CELDT scores toward proficiency <ul style="list-style-type: none"> • No EL students enrolled 60% will show evidence of earning at least .3 credits per day toward HS grad and course completion <ul style="list-style-type: none"> • 62% of students have earned at least .3 credits per day toward course completion and graduation req. 50% will show improvement in foundational scores to pass the CAHSEE in ELA <ul style="list-style-type: none"> • 100% of students have shown improvement in CAHSEE scores • 66.7% pass rate Maintain EL Reclassification rate <ul style="list-style-type: none"> • No EL students enrolled Maintain 100% Highly qualified teachers with no misassignments <ul style="list-style-type: none"> • 100% teachers Highly qualified and appropriately assigned Maintain sufficiency in standards aligned instructional materials <ul style="list-style-type: none"> • All students have access to appropriate standards aligned instructional materials. <p>Data was not collected on the following metrics due to the fluidity of our student population and lack of student cohort: A-G requirements, AP Placement, EAP Participation.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>As described in Local Educational Agency Plan, provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness:</p> <ol style="list-style-type: none"> 1. Fully credentialed staff 2. New teachers participate in BTSA 3. Provide Professional Development 4. Provide collaboration time aligned with common core instructional strategies 5. Provide CCSS aligned curriculum and materials 6. Summer School 7. Independent Learning contracts 8. Individual assistance/tutoring 9. Technology-based curriculum 	<p>\$10K - Common Core Funds/Unrest GF, Tech and Staff Dev</p> <p>\$386K – Unrestricted Gf and Title I \$5K – Unrestricted GF</p>	<ol style="list-style-type: none"> 1. All staff fully credentialed. 2. No new BTSA teachers this year. 3. Professional Development provided – CCSS Math/Ela, NCI strategies, mental health, technology, CAASPP 4. Weekly collaboration time through PLC's 5. Beginning to implement CCSS aligned instructional materials and strategies in classroom 6. Summer session for credit recovery offered in 2014. 7. All Edge students provided Independent Learning contracts. Instruction for students at Sugarloaf and Launch is individualized based on student need. 8. New tutor hired for individual tutoring needs. 9. Purchase 1:1 I pads for students 	<ol style="list-style-type: none"> 1) \$134K salaries / benefits - LCFF base, \$112K Title I 2) \$0 no BTSA 3) \$3K LCFF base, \$2K Title I 4) included in salaries above 5) Included in salaries above 6) \$2K salaries, \$1K services LCFF Supp/Conc 7) Included in salaries above 8) \$500 LCFF Supp/Conc 9) \$3.5K LCFF base
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LEA-wide</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LEA-wide</p>

<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services</p>		<p>\$15K – Special Ed Funding</p>	<p>All students with disabilities participate in general education program and are provided extra services as required by their IEP through RSP teacher at Sugarloaf and Earle Jamieson.</p>	<p>\$17K Other</p>
<p>Scope of service:</p>	<p>LEA-wide</p>		<p>Scope of service:</p>	<p>LEA-wide</p>
<p><u> </u> ALL</p>			<p><u> </u> ALL</p>	
<p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) <u> </u> Students w/disabilities</p>			<p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) <u> </u> Students w/disabilities</p>	
<p>1. Behaviorist to assist in social/emotional development and provide additional counseling</p> <p>2. Summer School</p> <p>3. Additional tutoring, Inst Asst</p> <p>4. Provide necessary school supplies</p> <p>5. Supplies and mentoring for health and hygiene needs</p> <p>6. Support with Driver’s education</p> <p>7. Educational and career guidance counseling</p> <p>8. Access to vocational education activities</p>		<p>\$10K – Supp/Conc funding (all groups, LEA wide)</p> <p>\$10K – Supp/Conc funds</p> <p>\$3K – Supp/Conc funds</p> <p>\$2K – Supp/Conc funds</p> <p>\$1K – Supp/Conc funds</p> <p>\$2K – Supp/Conc funds</p>	<p>1. Behaviorist hired to provide training and support to staff in understanding and working with difficult behaviors</p> <p>2. Summer session with instructional aide support for individualized tutoring and credit recovery.</p> <p>3. Additional tutoring provided with instructional assistant</p> <p>4. All supplies provided.</p> <p>5. Supplies and mentoring for health and hygiene as needed</p> <p>6. Support with Driver’s education for students who reach behavioral expectation goals – none qualified.</p> <p>7. Educational and career guidance through Career Cruising and Road Trip Nation software</p> <p>8. Access to vocational education activities – still in process of providing outside opportunities for students.</p>	<p>1) \$10K salaries / benefits – LCFF Supp/ Conc</p> <p>2) \$1K salaries / benefits – LCFF Supp/Conc</p> <p>3) \$1K salaries / benefits – LCFF Supp/Conc</p> <p>4) \$0 community support</p> <p>5) \$0 community support</p> <p>6) \$0 – none</p> <p>7) \$0 free pilot</p> <p>8) \$0 community partners</p>
<p>Scope of service:</p>	<p>LEA-wide</p>		<p>Scope of service:</p>	<p>LEA-wide</p>

<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1. Summer School 2. Provide additional assessment and tutoring as needed to increase student achievement in ELA and math. 3. ELD Curriculum 4. Primary language curriculum 5. Technology and software support 6. Access to vocational education activities		\$1K – Supp/Conc funds \$1K – Supp/Conc funds \$2K – Supp/Conc funds	Although these services were available, we did not have any EL students or RFEP students this year.		\$0 no EL students this year
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Current actions have been effective in providing for successful student outcomes as related to this goal and we are proud of the progress made by our students. Our plan moving forward is to work to hire a counselor to provide more consistent services for our students. We also plan to provide more access to college and career readiness activities.			

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

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: Formative and Summative assessments: API, CAASPP, CAHSEE, CELDT, Study Island, Student transcripts to include course completion, EL Reclassification, Highly qualified teachers, teacher misassignments, Standards aligned instructional materials.</p> <ul style="list-style-type: none"> -25% will improve in applicable state and local assessments -EL students will improve on CELDT scores toward proficiency -60% will show evidence of earning at least .3 credits per day per day toward HS graduation requirements and course completion -50% will show improvement in foundational scores to pass the CAHSEE in Math -Maintain EL Reclassification rate -Maintain 100% Highly qualified teachers with no misassignments -Maintain sufficiency in standards aligned instructional materials 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 25% will improve in applicable state and local assessments <ul style="list-style-type: none"> • 70% students showing improvement on local assessment (STAR Math) EL students will improve on CELDT scores toward proficiency <ul style="list-style-type: none"> • No EL students enrolled 60% will show evidence of earning at least .3 credits per day toward HS grad and course completion <ul style="list-style-type: none"> • 62% of students have earned at least .3 credits per day toward course completion and graduation req. 50% will show improvement in foundational scores to pass the CAHSEE in ELA <ul style="list-style-type: none"> • 100% of students have shown improvement in CAHSEE scores • 23% pass rate Maintain EL Reclassification rate <ul style="list-style-type: none"> • No EL students enrolled Maintain 100% Highly qualified teachers with no misassignments <ul style="list-style-type: none"> • 100% teachers Highly qualified and appropriately assigned Maintain sufficiency in standards aligned instructional materials <ul style="list-style-type: none"> • All students have access to appropriate standards aligned instructional materials. <p>Data was not collected on the following metrics due to the fluidity of our student population and lack of student cohort: A-G requirements, AP Placement, EAP Participation.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>As described in Local Educational Agency Plan, provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness:</p> <ol style="list-style-type: none"> 1. Fully credentialed staff 2. New teachers participate in BTSA 3. Provide Professional Development 4. Provide collaboration time aligned with common core instructional strategies 5. Provide CCSS aligned curriculum and materials 6. Summer School 7. Independent Learning contracts 8. Individual assistance/tutoring 9. Technology-based curriculum 	<p>\$15K - Common Core Funds/Unrest GF, Tech and Staff Dev</p>	<ol style="list-style-type: none"> 1. All staff fully credentialed. 2. No new BTSA teachers this year. 3. Professional Development provided – CCSS Math/Ela, NCI strategies, mental health, technology, CAASPP 4. Weekly collaboration time through PLC’s 5. Beginning to implement CCSS aligned instructional materials and strategies in classroom 6. Summer session for credit recovery offered in 2014. 7. All Edge students provided Independent Learning contracts. Instruction for students at Sugarloaf and Launch is individualized based on student need. 8. New tutor hired for individual tutoring needs. 9. Purchase 1:1 Ipads for students 	<ol style="list-style-type: none"> 1) \$134K salaries / benefits - LCFF base, \$112K Title I 2) \$0 no BTSA 3) \$3K LCFF base, \$2K Title I 4) included in salaries above 5) Included in salaries above 6) \$2K salaries, \$1K services LCFF Supp/Conc 7) Included in salaries above 8) \$500 LCFF Supp/Conc 9) \$3.5K LCFF base
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>

<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services.</p>	<p>\$15K – Special Ed Funding</p>	<p>Although these services were available, we did not have any EL students or RFEP students this year.</p>	<p>\$17K Other</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>		<p>OR: <input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students w/ disabilities</u></p>	
<p>1. Behaviorist to assist in social/emotional development and provide additional counseling 2. Summer School 3. Additional tutoring, Inst Asst 4. Provide necessary school supplies 5. Supplies and mentoring for health and hygiene needs 6. Support with Driver’s education 7. Educational and career guidance counseling 8. Access to vocational education activities</p>	<p>\$1K – Supp/Conc funds \$1K – Supp/Conc funds \$2K – Supp/Conc funds</p>	<p>1. Behaviorist hired to provide training and support to staff in understanding and working with difficult behaviors 2. Summer session with instructional aide support for individualized tutoring and credit recovery. 3. Additional tutoring provided with instructional assistant 4. All supplies provided. 5. Supplies and mentoring for health and hygiene as needed 6. Support with Driver’s education for students who reach behavioral expectation goals. 7. Educational and career guidance through Career Cruising and Road Trip Nation software 8. Access to vocational education activities – still in process of providing outside opportunities for students, however Health Career Training was offered during the summer for interested students.</p>	<p>1) \$10K salaries / benefits – LCFF Supp/ Conc 2) \$1K salaries / benefits – LCFF Supp/Conc 3) \$1K salaries / benefits – LCFF Supp/Conc 4) \$0 community support 5) \$0 community support 6) \$0 – none 7) \$0 free pilot 8) \$0 community partners</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>__ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>1. Summer School 2. Provide additional assessment and tutoring as needed to increase student achievement in ELA and math. 3. ELD Curriculum 4. Primary language curriculum 5. Technology and software support 6. Access to vocational education activities</p>		<p>\$1K – Supp/Conc funds \$1K – Supp/Conc funds \$2K – Supp/Conc funds</p>	<p>Although these services were available, we did not have any EL students or RFEP students this year.</p>		<p>\$0 no EL students this year</p>
<p>Scope of service:</p>	<p>LEA-wide</p>		<p>Scope of service:</p>	<p>LEA-wide</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>__ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Current actions have been effective in providing for successful student outcomes as related to this goal and we are proud of the progress made by our students. Our plan moving forward is to work to hire a counselor to provide more consistent services for our students. We also plan to provide more access to college and career readiness activities.</p>			

Original GOAL from prior year LCAP:	3) All students will be educated in learning environments that are safe, drug free, and conducive of learning. This includes providing healthy meals, positive intake and release procedures, behavior intervention strategies, increased parent involvement, and improved attendance rates.		Related State and/or Local Priorities: 1_X 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: Monthly discipline logs, parent and student Surveys, suspension and expulsion rates, attendance rates, Middle School and High School drop-out rates, parent conferences, course offerings, well maintained facilities:</p> <ul style="list-style-type: none"> -Decrease total number of days absent by 3. -Decrease in suspension rate by 5% -Decrease chronic absenteeism by 2% -Monitor and maintain low expulsion rates to <1% -Monitor and maintain low MS drop-out rates to <1% -Maintain parent participation including parents of our special needs and significant subgroups through conferencing, surveys, and intake procedures -Work with HS District to monitor and maintain Exemplary/ Good Overall Ratings in facilities review 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Decrease total number of days absent by 3. <ul style="list-style-type: none"> • We realize this was not an efficient way to measure student attendance this year. Our baseline data for Average Daily Attendance this year is 83.8% Decrease in suspension rate by 5% <ul style="list-style-type: none"> • 40 incidents = 20% decrease in suspensions Decrease chronic absenteeism by 2% <ul style="list-style-type: none"> • Establishing baseline this year of 23% Monitor and maintain low expulsion rates to <1% <ul style="list-style-type: none"> • Expulsion rate remains at <1% Monitor and maintain low MS drop-out rates to <1% <ul style="list-style-type: none"> • MS drop-out rate remains at <1% Maintain parent participation including parents of our special needs and significant subgroups through conferencing, surveys, and intake procedures <ul style="list-style-type: none"> • 100% parents surveyed. Conferences held at intake meeting. Average 10 parent contacts per week. Work with HS District to monitor and maintain Exemplary/ Good Overall Ratings in facilities review <p>Facilities are a concern and focus for our program due to portable structures that provide inadequate space and safety concerns. There is inadequate field access for student recreation and physical education. We are lacking an adequate indoor facility for physical education (weight room doubles as a lunch room), there is no kitchen or adequate eating area with running water, no ability to keep food warm, no meeting space for staff or office space for counseling services or other confidential matters.</p> <p>Data was not collected on the following metrics due to the fluidity of our student population and lack of student cohort: HS graduation rate, HS Drop out rate.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide Professional Development, services, and curriculum to promote positive school climate.</p> <p>1. Non Crisis Intervention implementation 2. Positive Behavior Intervention and Support training and implementation 3. Food Services 4. Drug Intervention Training 5. Transportation to reduce absenteeism 6. Revised parent intake procedures 7. Increased conferencing opportunities 8. Transitional Aide support to assist with student success in classrooms 9. Counseling and positive behavior support 10. Health and fitness education</p> <p>11. Partnerships with county agencies for life skills, behavior management, and vocational support</p>	<p>\$7K – Unrestricted GF</p> <p>\$10K – Unrestricted GF</p> <p>\$9K – Title I</p> <p>\$2K – Yoga Unrestricted GF</p> <p>\$15K - In-Kind – Nevada County Behavioral Health Therapy</p>	<p>1. Non Crisis Intervention training provided for staff. 2. Positive Behavior Intervention and Support (PBIS) training has not yet been implemented. Training to be provided by NCSOS 3. Food Services – Catered meals provided daily for lunch and breakfast served each day by Alt Ed staff. 4. Drug Intervention Training ongoing through CAUSSSS, CORR and Law Enforcement agencies. 5. Bus passes to Gold Country Stage provided for students. 6. Currently in planning stages for online registration process. 7. Revised Principal’s daily schedule to provide opportunity for student and parent conferencing. 8. Transitional Aide support to assist with student success in classrooms – ongoing. 9. Counseling and positive behavior support – still a need as assistance from County Behavioral Health has been inconsistent. 10. Health and fitness education – provided by classroom teachers as well as through contract with Victor Community Services for ART (Aggression Replacement Training). 11. Still seeking partnerships for vocational support</p>	<p>1) Included in Salaries / benefits Goals 1 & 2 2) No cost to program, county office provided 3) \$15K services - LCFF base 4) No cost, community partners 5) \$1.5K services – LCFF base 6) Included in salaries / benefits 7) Included in salaries / benefits 8) \$15K salaries / benefits – LCFF base, \$5K Title I 9) In Kind support Nevada County 10) \$4K services – LCFF base 11) \$0 – seeking community partners</p>
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>X</u> _ALL		<u>X</u> _ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1. Behaviorist to assist in social/emotional development and provide additional counseling 2. Summer School 3. Additional tutoring, Inst Asst 4. Provide necessary school supplies 5. Supplies and mentoring for health and hygiene needs 6. Support with Driver’s education 7. Educational and career guidance counseling 8. Access to vocational education activities	\$10K – Supp/Conc funding (all groups, LEA wide) \$10K – Supp/Conc funds \$3K – Supp/Conc funds \$2K – Supp/Conc funds \$1K – Supp/Conc funds \$2K – Supp/Conc funds	1. Behaviorist hired to provide training and support to staff in understanding and working with difficult behaviors 2. Summer session with instructional aide support for individualized tutoring and credit recovery. 3. Additional tutoring provided with instructional assistant 4. All supplies provided. 5. Supplies and mentoring for health and hygiene as needed 6. Support with Driver’s education for students who reach behavioral expectation goals. 7. Educational and career guidance through Career Cruising and Road Trip Nation software 8. Access to vocational education activities – still in process of providing outside opportunities for students.	1) Included salaries / benefits goals 1 & 2 – LCFF Supp/ Conc 2) Included salaries / benefits goals 1 & 2 – LCFF Supp/Conc 3) Included salaries / benefits goal 1 & 2 – LCFF Supp/Conc 4) \$0 community support 5) \$0 community support 6) \$0 – none 7) \$0 free pilot 8) \$0 community partners
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

1. Summer School 2. Provide additional assessment and tutoring as needed to increase student achievement in ELA and math. 3. ELD Curriculum 4. Primary language curriculum 5. Technology and software support 6. Access to vocational education activities		\$1K – Supp/Conc funds \$1K – Supp/Conc funds \$2K – Supp/Conc funds	Although these services were available, we did not have any EL students or RFEP students this year.	\$0 No EL students this year
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Although we are using this year to establish baseline on several of the metrics outlined for this goal, current actions have been effective in providing for successful student outcomes. We are still seeking partnerships for vocational support, and will hire a counselor to provide more consistent counseling options. We plan to pursue other options for facilities in order to meet the needs of staff and students, and provide a more effective learning environment.		

Original GOAL from prior year LCAP:	4) Expelled students in grades 7 – 12 will benefit from alternative educational services to increase their opportunities to successfully return to a less restrictive educational setting and graduate career or college ready.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9_X 10__ Local : Specify _____	
Goal Applies to:	Schools :	All		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All		
	<p>Metrics: Recidivism rate, Transition rates, Graduation rates (as applicable), Transcript review</p> <p>Nevada County Superintendent of Schools office (NCSOS) will have policies and MOUs regarding expelled students, the infrastructure necessary to measure these metrics, and baseline data on these metrics.</p> <p>NCSOS will have procedures in place to work with child welfare agencies, juvenile courts, and districts to ensure the delivery and coordination of necessary educational services</p>	Actual Annual Measurable Outcomes:	<p>Revised County-wide plan for Expelled Youth. – June 2015</p> <p>Establish baseline data for the following metrics:</p> <ul style="list-style-type: none"> • Recidivism rate – 13% • Transition rate – (20 transitioned back) • Graduations – 11 Total graduates <p>Referral and Readmit policies created and shared with districts in Principal’s Meeting, January 12, 2015</p> <p>Independent Study policy created September 2015</p>	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>Provide alternative education program for expelled students with highly qualified and trained staff. NCSOS will develop policy and procedure to work with other county agencies to provide for the success and transition of our expelled students.</p> <ol style="list-style-type: none"> 1. CCSS aligned instructional materials 2. Access to technology driven resources and curriculum 3. Small group instruction 4. Individualized independent study opportunities 5. Access to vocational education activities 6. Credit recovery with extended learning times 7. Life skills and problem solving activities 	<p>\$3K – Software, Unrestricted GF</p>	<p>In addition to revising the countywide plan for expelled youth to outline policy and procedure with our districts, we were able to meet the following planned actions and services:</p> <ol style="list-style-type: none"> 1. Purchased CCSS aligned instructional materials 2. Provided 1:1 access to technology driven resources and curriculum 3. Maintained small group instruction with 5 – 10 students 4. Developed individualized learning opportunities for students 5. Provided access to vocational education activities through a pilot with Road Trip Nation, which we would like to purchase for next year. 6. Credit recovery with extended learning times offered through summer session and independent contract options 7. Life skills and problem solving activities provided with outside speakers and presentations. 	<ol style="list-style-type: none"> 1) 1K supplies Title I 2) 1K equipment – Other, \$2K equipment LCFF base 3) Included in salaries / benefits 4) Included in salaries / benefits 5) \$0 free pilot 6) Included in Goals 1 & 2 LCFF Supp/Conc 7) No cost to program community support
<p>Scope of service:</p>	<p>LEA-wide/County-wide</p>	<p>Scope of service:</p>	<p>LEA-wide/County-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Moving forward we plan to establish system to gather graduation data on students who return to regular school setting. We also will purchase Roadtrip Nation, which we piloted this year, to strengthen vocational education offerings.</p>		

Original GOAL from prior year LCAP:	5) Decreased disruption of educational services for foster youth after a change in residential placement and increased percentage of foster youth for whom key stakeholders have the education-related information needed to identify educational strengths, needs and necessary services, and monitor educational progress.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10_X_ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All foster youth attending schools in the county		
Expected Annual Measurable Outcomes:	<p>Metrics: changes in school placement; percentage of foster youth for whom the team of stakeholders supporting educational success has the education-related information needed to identify educational strengths, needs and necessary services, and monitor educational progress:</p> <p>Nevada County Superintendent of Schools office (NCSOS) will have policies and MOUs regarding foster youth school transfers, the infrastructure necessary to measure these metrics, and baseline data on these metrics.</p> <p>NCSOS will have procedures in place to work with child welfare agencies, juvenile courts, and districts to ensure the delivery and coordination of necessary educational services</p>	Actual Annual Measurable Outcomes:	<p>MOU's in place with CPS and Juvenile Courts to ensure delivery and coordination of necessary educational services in a timely manner.</p> <p>Foster Youth Liaison distributes handbook and information to all county administrators September 8, 2015 to ensure all sites understand procedures and protocol to monitor and serve Foster Youth.</p> <p>Foster Youth Toolkit distributed to all school site administrators and uploaded to LiveBinder for easy access March 9, 2015.</p> <p>Foster Youth Liaison provided access to CALPADs databank to facilitate and monitor educational transitions of Foster Youth.</p> <p>Information and reminders regarding needs of foster youth distributed to all county administrators in monthly newsletters.</p>	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>NCSOS will ensure foster youth services (FYS) program provides the education coordination to all foster youth in the county (Ed Code 42238.01).</p> <ul style="list-style-type: none"> • Provide Foster Youth Director/Liaison • Provide resources and training to districts and schools. • Work with the child welfare and other county agencies to maximize needed services • Facilitate the prompt transfer of educational records when placement changes are necessary. • Work to obtain and identify, and link children to, mentoring, tutoring, vocational training, and other services designed to enhance the educational prospects of foster children. • Refer caregivers of foster youth who have special education needs to special education programs and services <p>2. Provide Foster Youth Tutoring services 3. Provide Case Manager in Independent Living Program (ILP) support for youth transition out of foster care.</p>		<p>\$50K – Title I Funds</p> <p>\$130K – County Foster Youth Funds</p>	<p>1) Our Foster Youth Director provided exceptional support and services to districts and county agencies to facilitate the needs of our county's foster youth, including:</p> <ul style="list-style-type: none"> • Provide resources and training to districts and schools. • Work with the child welfare and other county agencies to maximize needed services • Facilitate the prompt transfer of educational 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 programs • Refer caregivers of foster youth who have special education needs to special education programs and services <p>2) Provide Foster Youth Tutoring services 3) Provide Case Manager in Independent Living Program (ILP) support for youth transition out of foster care.</p> <p>More work is needed in the training provided to school front line staff and in transcript analysis.</p>	<p>1) \$47K salaries / benefits – other, \$1K supplies – other, \$8K services - other 2) \$40K Salaries / benefits – Title I, \$1K services – Title I 3) \$43K salaries / benefits – Other, \$2K supplies – Other, \$12K services - Other</p>
Scope of service:	County-wide		Scope of service:	County-wide
__ALL			__ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
For foster youth in county operated schools: - Summer School - Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth - Provide additional tutoring and transitional services - Access to vocational education activities	All included in Salaries and benefits for goals 1 & 2	Foster youth in our county operated court and community schools were provided additional opportunities for tutoring and summer session. The policy and data infrastructure necessary to support and monitor the educational progress of these youth as they transfer school sites is still in the planning stages. Students are given access to additional vocational education training through pilot program with Road Trip Nation. Additionally, we have discovered the value in having our Foster Youth Director attend School Site Council meetings to provide feedback and support for the youth in our court and community school programs.	All included in Salaries and benefits for goals 1 & 2
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Provide 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.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>141,362</u>
<p>Supplemental and concentration funds will be spent schoolwide as our unduplicated count is 80%, and all students need some level of remediation and focused services. Supplemental and concentration funding will be spent on our students to provide additional remediation through providing summer school and tutoring for credit recovery and grade level remediation. Additionally, we will provide counselor support for improved social and emotional development as well as career and college counseling. Finally, curriculum, technology and assessment tools will be purchased to provide an enhanced, individualized learning experience for our students.</p>	

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

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year

as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.1	%	The minimum proportionality percentage is met through the provision of the above described services. Increased focus on individualized assessments and appropriate curriculum will increase the probability students will achieve more. Likewise, focus on emotional well-being and emotional development with counseling services will better prepare our youth for challenges in life and in the classroom. Finally, additional opportunities for credit recovery in summer school and additional tutoring assistance will improve the likelihood our students will achieve more academic success.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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