

Introduction:

LEA: San Joaquin County Office of Education **Contact (Name, Title, Email, Phone Number):** James Mousalimas, County Superintendent of Schools, jmousalimas@sjcoe.net, 209.468.9107 **LCAP Year:** 2016-17

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 SJCOE LCAP Director coordinated several support meetings for all county LEAs and offered support and advisement on the LCAP stakeholder engagement process, annual update and ongoing actions and services.</p> <p>The county board was updated monthly on the LCAP process and progress. This information was also shared with the teacher’s union during scheduled negotiation meetings.</p>	<p>The LCAP Actions and Services have been edited and revised to accurately reflect the needs of the program with the input of our stakeholders. The annual update is more clear and supporting data accurately reflections those edits and revisions.</p> <p>The Assistant Superintendent for County Operated School Programs provided updates and information requested to the board; and to the bargaining unit during regularly scheduled meetings.</p>

Stakeholder meetings were held Feb. 10th and 25th, March 3rd, 4th and 24th, 2016 at SJCOE and school sites in Manteca, Tracy, Lodi and Stockton for various stakeholder groups including: Parents, community members, school site councils, certificated staff, classified staff, and local bargaining unit board members. A brief review of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) was presented at the meetings. The participants divided into working groups by LCAP Goal, evaluated data, and offered feedback. In April, the individual goals and actions were reviewed and ideas for continuing, ceasing or considering actions were solicited by individuals. Staff was present to assist or provide clarification for stakeholders. The LCAP was also presented to the School Site Council Sept. 23rd, Dec. 16th 2015 and April 6, 2016.

Surveys were given to support staff, teaching staff, parents, and students during the month of January 2016.

A draft version of the LCAP was reviewed with the Parent Advisory & English Learner Advisory Committees for final input on May 5, 2016.

A draft version of the LCAP was posted on the SJCOE website for public review and comment June 17 through June 22, 2016.

On June 27, 2016, a Public Hearing is scheduled where the LCAP, along with the budget, will be presented to the SJCOE Board.

On June 28, 2016, the LCAP and Budget will be brought, for approval, to the SJCOE Board of Education.

Annual Update:

Several stakeholder meetings were held at the SJCOE and school sites throughout the county to discuss the LCAP Goals, Actions and Services and the

Data was reviewed by the Leadership Team and identified trends related to the 2014/2015 LCAP goals were highlighted for stakeholders. Data was broken down by demographics as well as the state priority areas. Additional discussion was present related to addressing deeper causes of challenges identified by reviewing data and actions related to LCAP goals. Suggestions for possible solutions for the challenges were offered and considered by the LCAP committee.

The survey results were compiled to provide additional information and feedback regarding program goals and student progress.

The stakeholder feedback was as follows:

1. Show program-wide data
2. There is a need for more grade appropriate materials.
3. Improve quality of data generated by program assessments including more consistent trends with the same students.
4. Identify alternative means of assessment for student achievement.
5. Consistency of academic rigor at teacher professional development level.
6. Post grad monitoring

The feedback has been added to our 3-year plan.

Participants were able to review goals and actions, ask questions, receive clarification and suggest items for consideration for the LCAP.

Annual Update:

After considerable discussion with Stakeholder Groups, it was determined in the spring of 2016 that several of our actions and services in our 15-16 LACP

data related to them.

Need: Improving student attendance will increase student achievement as well as student safety in the community.

Metric: -Parent/Student Survey Results(Needs Assessment)

- Attendance Rates
- 1yr HS Graduation Rate
- Suspension Rates
- County Plan For Expelled Youth

Students in our programs struggle with daily life. Their challenges supersede those of students in a traditional setting. By focusing on attendance, a higher percentage of students will be in a safe, learning environment where students can focus on attaining skills that will help them reach their goals academically and keep them safe from the

were redundant or had been met/accomplished. The outcome of stakeholder discussions determined that we would remove the actions/services which were accomplished and redundant actions/services would be combined into one.

Student attendance is reviewed daily shared via email.

An Intervention Coordinator and his team of intervention partners intervene with services to truants and their families.

Review of agency referrals of students to the program and health information collected at enrollment allow appropriate referrals for services including one. STOP mental health services or CAPC support and Truancy Intervention site placement when appropriate.

Quarterly Truancy Task Force collaboration and sweeps allow teams of partners to provide outreach to students and their families in need of assistance.

Stakeholders determined the actions taken to reach this goal were effective and could be expanded upon with additional support staff and collaboration with additional community partners of practice.

Stakeholders also identified that assistance with transportation would improve student attendance and decrease truancy.

dangers they face in their communities outside of school. Overall program attendance will increase by 1% while maintaining individual site goals ranging from 85%-95%.

Need: To improve academic achievement for all students through mastery of the Common Core Standards. Consistent, rigorous and relevant lessons plans will be the vehicle for growth.

Metric: -Common Core Implementation

- NWEA Results (local assessment)
- State Assessment results (STAR, CAHSEE, CELDT), College and Career Ready, AMAO 1,2 or 3, and Reclassification rates: are not reliable measures due to low continuous enrollment
- AP exams are not taken in COE programs at this time.
- EAP results: are not reliable data due to low student participation. - Parent/Student Survey Results(Needs Assessment)
- Attendance Rates

Program-wide Instructional Norms are used by all teaching staff and are posted in every classroom for constant use, review and assessment by students, teachers, parents, support staff, admins and all other stakeholders. A Professional Development Plan continues to be implemented for administration including Targeted Feedback and WestEd Assessment. Observation and Evaluation of teaching practice has been calibrated by the admin team. Choice and voice of the instructional staff dictated a portion of their individual professional development as determined by teacher surveys. Curricular experts are contracted to assist with all professional development. English Language Development curriculum was adopted and staff trained in its implementation. ELD needs and services of students is transitioned between LEAs.

Another local assessment tool is being considered to provide more accurate academic data.

Vendors of Reading and Math intervention tools have presented to a small team of administrators. Read 180 implementation discussed in ELA group. Math Leadership Team piloting math remediation program. The Accucess tool from Edmentum has been piloted by teachers. It meets both reading and math remediation needs.

Admin support staff maintains a data website for use at individual sites and program-wide for WASC, SSC and LCAP.

Stakeholders determined these actions were effective in meeting the goals and added suggestions to support continued progress.

- 1yr HS Graduation Rate
- Suspension Rates
- COE Plan for Expelled Youth

By increasing the consistency of rigor throughout our program, students will become critical thinkers, master the Common Core Standards, and be better equipped to become the leaders of tomorrow.

Need: To improve all areas of growth for students through establishing and growing relationships between our program, students, parents and the community.

Metric: - Parent/Student Survey Results(Needs Assessment)

- Attendance Rates
- 1yr HS Graduation Rate
- Suspension Rates
- Parent Participation rates
- Effort to seek Parent Participation
- County Plan For Expelled Youth
- COE Foster Youth Consortium

Professional learning expectations have been applied consistently from classroom to COE resulting in the administrative team being trained together in Targeted Feedback, WestEd Assessment tools and observation/evaluation calibration. The consistent and intentional support of teachers in their classrooms will impact the classroom experiences of students.

The program collaborates with San Joaquin County Probation in daily student attendance support.

Student services staff review all district student referrals to determine possible interventions (Mental Health, Truancy, Credit Recovery) and possible site placement upon enrollment.

Student Awards Night identified student leaders for recognition and was attended by hundreds of guests. A similar process will be used to determine on-going student leaders for input on quests and concept of one. activities. Concept of one. integrated into program curriculum by in house writers of curriculum and school site administrators and teachers.

Continue to meet with CAPC directors to determine expanded partnership to serve students.

Personal phone call invitations from school site staff to parents and families to SSC, DELAC, WASC Leadership, LCAP, Student Awards Night and Parent/Teacher Conferences.

Hired four Campus Security Technicians for larger daily attendance school sites to assist with site management and student support and will hire another. Stakeholders have determined these actions were effective in meeting the goals and made suggestions for additional strategies to consider.

Students will grow academically and personally. As relationships are established and nurtured, they begin to view their community as a resource for their success and realize their individual potential.

~students will attend school more frequently

~students academic scores will increase

~students will earn more credits

~there will be an increase in high school graduates

~drop-out rates will decline

~delinquency and truancy will decline

~student safety will increase

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:	Improve student attendance, by decreasing truancy.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
---------	--	--

Identified Need :	Need: Improving student attendance will increase student achievement as well as student safety in the community. Data reviewed: -Parent/Student Survey Results(Needs Assessment) <ul style="list-style-type: none"> • Attendance Rates • 1yr HS Graduation Rate • Suspension Rates • County Plan For Expelled Youth
-------------------	--

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	State Priority 5 A: Increase attendance rates by 1% from 82% in community schools and 95% in Cruikshank court school. B: Decrease by 10 students in community and 1 student in Cruikshank court school, Community 214 Cruikshank 14. C: Maintain Middle School dropout rates at 0 in Cruikshank Court School and decreased by 5% to 2.2 for Community from 2.3. D: Decrease High School dropout rates by 5% to 12.5% from 13.1%. E: Increase graduation rates by 2% in Community and Cruikshank Court from 80.1%. State Priority 6: A: Decrease suspension rates by 2% from 741 in Community and 219 in Cruikshank Court to 726 and 215. B: Decrease expulsion rates in Community from 2 from 3 and maintain at 0 in Cruikshank Court. C: Student, Parent and Teacher Survey results will continue to reflect a high regard for school safety and connectedness.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Evaluate: targeted students with community resources, previous interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.	Countywide	<input checked="" type="checkbox"/> All	1000-3000: Salaries & Benefits Base 170937
		OR:	1000-3000: Salaries & Benefits Supp/Conc 170937
		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	4000-4999: Books And Supplies Base 1200

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supp/Conc 800 5000-5999: Services And Other Operating Expenditures Base 113700 5000-5999: Services And Other Operating Expenditures Supp/Conc 113700
1.2 Maintain the number of agencies participating in truancy task force meetings and truancy sweeps. Ensure translators are present for home visits.	Countywide	<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)	1000-3000: Salaries & Benefits Base 113690 1000-3000: Salaries & Benefits Supp/Conc 204620 4000-4999: Books And Supplies Base 1200 4000-4999: Books And Supplies Supp/Conc 1900 5000-5999: Services And Other Operating Expenditures Base 102400 5000-5999: Services And Other Operating Expenditures Supp/Conc 102400
1.3 Maintain an Attendance Leadership Committee to establish new goals and incentives for perfect attendance.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 153461 4000-4999: Books And Supplies Base 2866 5000-5999: Services And Other Operating Expenditures Base 27615
1.4 Expand one.STOP Mental Health Clinicians by one who will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.	Countywide	<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)	1000-3000: Salaries & Benefits Base 375320 1000-3000: Salaries & Benefits Supp/Conc 375319 4000-4999: Books And Supplies Base 1100 4000-4999: Books And Supplies Supp/Conc 700 5000-5999: Services And Other Operating Expenditures Base 125000 5000-5999: Services And Other Operating Expenditures Supp/Conc 100000
1.5 Maintain on-going daily truancy intervention site services for transitioning students throughout the program.	Countywide	<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	1000-3000: Salaries & Benefits Base 140318 1000-3000: Salaries & Benefits Supp/Conc 140318 4000-4999: Books And Supplies Base 1200 4000-4999: Books And Supplies Supp/Conc 1050 Costs included in action #1.1 5000-5999: Services And Other

		_ Other Subgroups: (Specify)	Operating Expenditures Base Costs included in action #1.1 5000-5999: Services And Other Operating Expenditures Supp/Conc
1.6 Maintain an intervention services clerk and hire an additional classified staff to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.	Countywide	<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)	1000-3000: Salaries & Benefits Supp/Conc 129388 4000-4999: Books And Supplies Supp/Conc 500
1.7 Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.	Countywide	<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)	1000-3000: Salaries & Benefits Supp/Conc 141858 4000-4999: Books And Supplies Supp/Conc 1400
1.8 Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.	Countywide	<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)	1000-3000: Salaries & Benefits Supp/Conc 89715 4000-4999: Books And Supplies Supp/Conc 550
1.9 Maintain the one.STOP mental health clinician staff to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.	Countywide	<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)	1000-3000: Salaries & Benefits Supp/Conc 375441 4000-4999: Books And Supplies Supp/Conc 1735 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400

<p>1.10 Maintain ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Review sites.</p>	<p>Countywide</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>	<p>1000-3000: Salaries & Benefits Supp/Conc 111302 4000-4999: Books And Supplies Supp/Conc 1300 5000-5999: Services And Other Operating Expenditures Supp/Conc 100000</p>
<p>1.11 Hire an additional Campus Security Technician to join the four current Techs for large daily attendance sites to improve site safety.</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-3000: Salaries & Benefits Supp/Conc 263202</p>
<p>1.12 Maintain counselor and provide on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.</p>	<p>Countywide</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>	<p>1000-3000: Salaries & Benefits Supp/Conc 190313 4000-4999: Books And Supplies Supp/Conc 2500 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>State Priority 5</p> <p>A: Increase attendance rates by 1% from 82% in community schools and 95% in Cruikshank court school. B: Decrease by 10 students in community and 1 student in Cruikshank court school, Community 214 Cruikshank 14. C: Maintain Middle School dropout rates at 0 in Cruikshank Court School and decreased by 5% to 2.2 for Community from 2.3. D: Decrease High School dropout rates by 5% to 12.5% from 13.1%. E: Increase graduation rates by 2% in Community and Cruikshank Court from 80.1%.</p> <p>State Priority 6:</p> <p>A: Decrease suspension rates by 2% from 741 in Community and 219 in Cruikshank Court to 726 and 215. B: Decrease expulsion rates in Community from 2 from 3 and maintain at 0 in Cruikshank Court. C: Student, Parent and Teacher Survey results will continue to reflect a high regard for school safety and connectedness.</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Evaluate: targeted students with community resources, previous interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.	Countywide	<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)	1000-3000: Salaries & Benefits Base 170937 1000-3000: Salaries & Benefits Supp/Conc 170937 4000-4999: Books And Supplies Base 1200 4000-4999: Books And Supplies Supp/Conc 800 5000-5999: Services And Other Operating Expenditures Base 113700 5000-5999: Services And Other Operating Expenditures Supp/Conc 113700
1.2 Maintain the number of agencies participating in truancy task force meetings and truancy sweeps. Ensure translators are present for home visits.	Countywide	<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)	1000-3000: Salaries & Benefits Base 113690 1000-3000: Salaries & Benefits Supp/Conc 204620 4000-4999: Books And Supplies Base 1200 4000-4999: Books And Supplies Supp/Conc 1900 5000-5999: Services And Other Operating Expenditures Base 102400 5000-5999: Services And Other Operating Expenditures Supp/Conc 102400
1.3 Maintain an Attendance Leadership Committee to establish new goals and incentives for perfect attendance.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1000-3000: Salaries & Benefits Base 153461 4000-4999: Books And Supplies Base 2866 5000-5999: Services And Other Operating Expenditures

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base 27615
1.4 Expand one.STOP Mental Health Clinicians by one who will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 375320 1000-3000: Salaries & Benefits Supp/Conc 375319 4000-4999: Books And Supplies Base 1100 4000-4999: Books And Supplies Supp/Conc 700 5000-5999: Services And Other Operating Expenditures Base 125000 5000-5999: Services And Other Operating Expenditures Supp/Conc 100000
1.5 Maintain on-going daily truancy intervention site services for transitioning students throughout the program.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 140318 1000-3000: Salaries & Benefits Supp/Conc 140318 4000-4999: Books And Supplies Base 1200 4000-4999: Books And Supplies Supp/Conc 1050 Costs included in action #1.1 5000-5999: Services And Other Operating Expenditures Base Costs included in action #1.1 5000-5999: Services And Other Operating Expenditures Supp/Conc
1.6 Maintain an intervention services clerk and hire an additional classified staff to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 129388 4000-4999: Books And Supplies Supp/Conc 500
1.7 Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.	Countywide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	1000-3000: Salaries & Benefits Supp/Conc 141858 4000-4999: Books And Supplies Supp/Conc 1400

		_ Other Subgroups: (Specify)	
1.8 Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.	Countywide	_ 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 _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 89715 4000-4999: Books And Supplies Supp/Conc 550
1.9 Maintain the one.STOP mental health clinician staff to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.	Countywide	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 _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 375441 4000-4999: Books And Supplies Supp/Conc 1735 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400
1.10 Maintain ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Review sites.	Countywide	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 _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 111302 4000-4999: Books And Supplies Supp/Conc 1300 5000-5999: Services And Other Operating Expenditures Supp/Conc 100000
1.11 Hire an additional Campus Security Technician to join the four current Techs for large daily attendance sites to improve site safety.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 263202

<p>1.12 Maintain counselor and provide on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.</p>	<p>Countywide</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 Other Subgroups: (Specify)</p>	<p>1000-3000: Salaries & Benefits Supp/Conc 190313 4000-4999: Books And Supplies Supp/Conc 2500 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400</p>
--	-------------------	--	---

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 5 A: Increase attendance rates by 1% from 82% in community schools and 95% in Cruikshank court school. B: Decrease by 10 students in community and 1 student in Cruikshank court school, Community 214 Cruikshank 14. C: Maintain Middle School dropout rates at 0 in Cruikshank Court School and decreased by 5% to 2.2 for Community from 2.3. D: Decrease High School dropout rates by 5% to 12.5% from 13.1%. E: Increase graduation rates by 2% in Community and Cruikshank Court from 80.1%. State Priority 6: A: Decrease suspension rates by 2% from 741 in Community and 219 in Cruikshank Court to 726 and 215. B: Decrease expulsion rates in Community from 2 from 3 and maintain at 0 in Cruikshank Court. C: Student, Parent and Teacher Survey results will continue to reflect a high regard for school safety and connectedness.</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Evaluate: targeted students with community resources, previous interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-3000: Salaries & Benefits Base 170937 1000-3000: Salaries & Benefits Supp/Conc 170937 4000-4999: Books And Supplies Base 1200 4000-4999: Books And Supplies Supp/Conc 800 5000-5999: Services And Other Operating Expenditures Base 113700 5000-5999: Services And Other Operating Expenditures Supp/Conc 113700</p>
<p>1.2 Maintain the number of agencies participating in truancy task force meetings and truancy sweeps. Ensure translators are present for home visits.</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>1000-3000: Salaries & Benefits Base 113690 1000-3000: Salaries & Benefits Supp/Conc 204620 4000-4999: Books And Supplies Base 1200</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supp/Conc 1900 5000-5999: Services And Other Operating Expenditures Base 102400 5000-5999: Services And Other Operating Expenditures Supp/Conc 102400
1.3 Maintain an Attendance Leadership Committee to establish new goals and incentives for perfect attendance.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 153461 4000-4999: Books And Supplies Base 2866 5000-5999: Services And Other Operating Expenditures Base 27615
1.4 Expand one.STOP Mental Health Clinicians by one who will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.	Countywide	<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)	1000-3000: Salaries & Benefits Base 375320 1000-3000: Salaries & Benefits Supp/Conc 375319 4000-4999: Books And Supplies Base 1100 4000-4999: Books And Supplies Supp/Conc 700 5000-5999: Services And Other Operating Expenditures Base 125000 5000-5999: Services And Other Operating Expenditures Supp/Conc 100000
1.5 Maintain on-going daily truancy intervention site services for transitioning students throughout the program.	Countywide	<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)	1000-3000: Salaries & Benefits Base 140318 1000-3000: Salaries & Benefits Supp/Conc 140318 4000-4999: Books And Supplies Base 1200 4000-4999: Books And Supplies Supp/Conc 1050 Costs included in action #1.1 5000-5999: Services And Other Operating Expenditures Base Costs included in action #1.1 5000-5999: Services And Other Operating Expenditures Supp/Conc
1.6 Maintain an intervention services clerk and hire an additional classified staff to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.	Countywide	<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	1000-3000: Salaries & Benefits Supp/Conc 129388 4000-4999: Books And Supplies Supp/Conc 500

		_ Other Subgroups: (Specify)	
1.7 Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.	Countywide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 141858 4000-4999: Books And Supplies Supp/Conc 1400
1.8 Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.	Countywide	_ 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 _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 89715 4000-4999: Books And Supplies Supp/Conc 550
1.9 Maintain the one.STOP mental health clinician staff to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.	Countywide	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 _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 375441 4000-4999: Books And Supplies Supp/Conc 1735 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400
1.10 Maintain ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Review sites.	Countywide	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 _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 111302 4000-4999: Books And Supplies Supp/Conc 1300 5000-5999: Services And Other Operating Expenditures Supp/Conc 100000

<p>1.11 Hire an additional Campus Security Technician to join the four current Techs for large daily attendance sites to improve site safety.</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-3000: Salaries & Benefits Supp/Conc 263202</p>
<p>1.12 Maintain counselor and provide on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.</p>	<p>Countywide</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>	<p>1000-3000: Salaries & Benefits Supp/Conc 190313 4000-4999: Books And Supplies Supp/Conc 2500 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400</p>

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

<p>GOAL 2:</p>	<p>To improve academic rigor and consistency across student programs.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Need: To improve academic achievement for all students through mastery of the Common Core Standards. Consistent, rigorous and relevant lessons plans will be the vehicle for growth.</p> <p>Metric: -Common Core Implementation</p> <ul style="list-style-type: none"> • NWEA Results (local assessment) • State Assessment results (STAR, CAHSEE, CELDT), College and Career Ready, AMAO 1,2 or 3, and Reclassification rates: are not reliable measures due to low continuous enrollment. CAHSEE is suspended by CDE. • AP exams are not taken in COE programs at this time. • EAP results: are not reliable data due to low student participation. - Parent/Student Survey Results (Needs Assessment) • Attendance Rates • 1yr HS Graduation Rate • Suspension Rates • COE Plan for Expelled Youth 	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

State Priority 1

- A: 100% of teachers fully credentialed and appropriately assigned.
- B: 100% of students will have access to standards-aligned materials.
- C: 100% of facilities will be maintained in good repair

State Priority 2

- A: Continue monthly training in California Common Core State Standards and implementing and developing teacher designed lessons that utilize the Common Core State Standards. There will be monthly training and support in CCSS development for both teacher and administration per Professional Development calendar.
- B: School schedules will maintain one period of time per day specifically for EL instruction. Edge and ESL Reading Smart (Edmentum) curriculum is designed to enhance student acquisition of English proficiency will continue to be used during this period of time. Staff integration of Structures and Strategies for use with EL students will be monitored and evaluated by administration on the regular teacher observation schedule.

State Priority 4

- A: The percentage of students earning proficient or higher on the Smarter Balanced Assessment will improve in ELA and Mathematics once baseline data is received.
- B: API was suspended
- C, F, G: Due to the nature of court and community schools, data related to a-g courses, AP course enrollment, CTE completion and EAP participation/pass rate is not applicable. All students will have access to a-g and AP coursework via our Edmentum products.
- D: CELDT will increase by 4% from 176 to 183.
- E: The percentage EL reclassifications will grow 1% annually for community from 17.8% and court from 0%.

Priority 7

- A,B,C: Due to the large number/percentage of unduplicated and students with exceptional needs enrolled in court and community schools course access is the same for all students.
- Using the Program-Wide Writing Assessment (PWA), 5% of students tested in spring and fall will improve their writing score by 0.5 points.

Priority 8

- A: Local Measure: The program-wide 85% of students will attain their growth goal in RIT. RIT reading scores will improve 5.5% and The RIT math scores will improve 6.1% annually.

A: Local Measure: Continuously enrolled students will improve .5 on the program-wide writing assessment from pre (fall) to post (spring) test.

State Priority 9

The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, will assist in the development and implementation of the Countywide Plan for Expelled Youth as required by Education code 48926. Community Schools will maintain that minimum level of service while improving services to students as determined by LCAP stakeholders, WASC self study, School Site Council and DELAC.

State Priority 10

San Joaquin County Foster Youth Services will complete the state required Year End Report.

San Joaquin County Foster Youth Services will continue to specifically identify the needs of Foster Youth in a unique LCAP developed collaboratively with with county districts and SJCOE. Those goals are identified here:

County Office of Education will continue to have policies and MOUs regarding foster youth school transfers in traditional and correctional education programs and the infrastructure necessary to measure these metrics, and baseline data on these metrics.

County Office of Education will continue to have policies regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics resulting in the educational outcomes of foster youth mirroring that of the general student population.

SJ Co FYS will continue collaboration between Dependency Courts and SJCOE FYS which means communication, support and investment in foster youth's education future.

SJ Co FYS will continue to participate in the SMART Committee is a multi disciplinary team that represents San Joaquin County with representatives from multiple agencies including the Human Services Child Protective Services (CPS), Probation, Education and Behavioral Health Services. The main function of the SMART committee is to:

- * Review and brainstorm difficult cases that touch multiple agencies.
- * Review all RCL 13 placement certifications, including mental health service funding.
- * Review and certify all out of state placement youth from San Joaquin County, CPS and probation youth.
- * Review mental health services on special cases

FYS programs will continue to have the ability to ensure the expeditious transfer of health and education records in order to establish timely and appropriate placements. SJCOE FYS assist Probation with obtaining those documents such as, school transcripts, IEPs, birth certificates, immunization records and social security numbers. FYS programs also coordinate tutoring, mentoring, educational case management, vocational training, AB 12 support services, training for independent living, and other related services.

Foster Youth services including but not limited to Independent Living Services, Vocational/CTE Support Services, Post-secondary Preparation and Support Services will expand 1% from 1,349 youth served in 2013/14 to 1362.

Foster Youth Students in Grades 9-12 Receiving Services will increase 1% from 415 to 419.

Foster Youth enrolled in community school passing CAHSEE Math and ELA will increase 3% from 141 in 2013/14 to 145.

Foster Youth Students that Complete a High School Program will increase 5% from 42 in 2013/14 to 44.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Maintain the number of professional development opportunities for county operated schools.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 51090 4000-4999: Books And Supplies Base 2500 5000-5999: Services And Other Operating Expenditures Base 7500
2.2 Work with school sites on monitoring the implementation of English Learner programs.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 55305 4000-4999: Books And Supplies Supp/Conc 2415
2.3 Continue professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.	Countywide	<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) Expelled Pupils	1000-3000: Salaries & Benefits Supp/Conc 437356 4000-4999: Books And Supplies Base 2500 4000-4999: Books And Supplies Supp/Conc 1000
2.4 Continue professional development regarding knowledge of extracting multiple forms of data from program assessment tools as determined by program staff.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1000-3000: Salaries & Benefits Base 136111 4000-4999: Books And Supplies Base 1000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.5 Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.	Countywide	<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)	1000-3000: Salaries & Benefits Supp/Conc 22226 4000-4999: Books And Supplies Supp/Conc 2540 5000-5999: Services And Other Operating Expenditures Supp/Conc 4200
2.6 Review data and maintain reading and mathematics intervention programs.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 132842 4000-4999: Books And Supplies Base 15350 5000-5999: Services And Other Operating Expenditures Base 11900
2.7 Continue English Language Learner curriculum support to best meet the needs of EL and redesignated EL students.	Countywide	<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)	1000-3000: Salaries & Benefits Supp/Conc 30983 4000-4999: Books And Supplies Supp/Conc 1050 5000-5999: Services And Other Operating Expenditures Supp/Conc 5640
2.8 Continue to monitor the Highly Qualified Teachers and appropriate placement of instructional staff.	Countywide	<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	1000-3000: Salaries & Benefits Base 114804 1000-3000: Salaries & Benefits Supp/Conc 114804

		_ Other Subgroups: (Specify)	
2.9 Review standards based instructional materials and curriculum.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 5752097 4000-4999: Books And Supplies Base 20000 5000-5999: Services And Other Operating Expenditures Base 23500 1000-3000: Salaries & Benefits Other 1659461 1000-3000: Salaries & Benefits Supp/Conc 957450

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

State Priority 1

- A: 100% of teachers fully credentialed and appropriately assigned.
- B: 100% of students will have access to standards-aligned materials.
- C: 100% of facilities will be maintained in good repair

State Priority 2

- A: Continue monthly training in California Common Core State Standards and implementing and developing teacher designed lessons that utilize the Common Core State Standards. There will be monthly training and support in CCSS development for both teacher and administration per Professional Development calendar.
- B: School schedules will maintain one period of time per day specifically for EL instruction. Edge and ESL Reading Smart (Edmentum) curriculum is designed to enhance student acquisition of English proficiency will continue to be used during this period of time. Staff integration of Structures and Strategies for use with EL students will be monitored and evaluated by administration on the regular teacher observation schedule.

State Priority 4

- A: The percentage of students earning proficient or higher on the Smarter Balanced Assessment will improve in ELA and Mathematics once baseline data is received.
- B: API was suspended
- C, F, G: Due to the nature of court and community schools, data related to a-g courses, AP course enrollment, CTE completion and EAP participation/pass rate is not applicable. All students will have access to a-g and AP coursework via our Edmentum products.
- D: CELDT will increase by 4% from 176 to 183.
- E: The percentage EL reclassifications will grow 1% annually for community from 17.8% and court from 0%.

Priority 7

- A,B,C: Due to the large number/percentage of unduplicated and students with exceptional needs enrolled in court and community schools course access is the same for all students.
- Using the Program-Wide Writing Assessment (PWA), 5% of students tested in spring and fall will improve their writing score by 0.5 points.

Priority 8

- A: Local Measure: The program-wide 85% of students will attain their growth goal in RIT. RIT reading scores will improve 5.5% and The RIT math scores will improve 6.1% annually.
- A: Local Measure: Continuously enrolled students will improve .5 on the program-wide writing assessment from pre (fall) to post (spring) test.

State Priority 9

The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, will assist in the development and implementation of the Countywide Plan for Expelled Youth as required by Education code 48926. Community Schools will maintain that minimum level of service while improving services to students as determined by LCAP stakeholders, WASC self study, School Site Council and DELAC.

State Priority 10

San Joaquin County Foster Youth Services will complete the state required Year End Report.

San Joaquin County Foster Youth Services will continue to specifically identify the needs of Foster Youth in a unique LCAP developed collaboratively with with county districts and SJCOE. Those goals are identified here:

County Office of Education will continue to have policies and MOUs regarding foster youth school transfers in traditional and correctional education programs and the infrastructure necessary to measure these metrics, and baseline data on these metrics.

County Office of Education will continue to have policies regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics resulting in the educational outcomes of foster youth mirroring that of the general student population.

SJ Co FYS will continue collaboration between Dependency Courts and SJCOE FYS which means communication, support and investment in foster youth's education future.

SJ Co FYS will continue to participate in the SMART Committee is a multi disciplinary team that represents San Joaquin County with representatives from multiple agencies including the Human Services Child Protective Services (CPS), Probation, Education and Behavioral Health Services. The main function of the SMART committee is to:

- * Review and brainstorm difficult cases that touch multiple agencies.
- * Review all RCL 13 placement certifications, including mental health service funding.
- * Review and certify all out of state placement youth from San Joaquin County, CPS and probation youth.
- * Review mental health services on special cases

FYS programs will continue to have the ability to ensure the expeditious transfer of health and education records in order to establish timely and appropriate placements. SJCOE FYS assist Probation with obtaining those documents such as, school transcripts, IEPs, birth certificates, immunization records and social security numbers. FYS programs also coordinate tutoring, mentoring, educational case management, vocational training, AB 12 support services, training for independent living, and other related services.

Foster Youth services including but not limited to Independent Living Services, Vocational/CTE Support Services, Post-secondary Preparation and Support Services will expand 1% from 1,349 youth served in 2013/14 to 1362.

Foster Youth Students in Grades 9-12 Receiving Services will increase 1% from 415 to 419.

Foster Youth enrolled in community school passing CAHSEE Math and ELA will increase 3% from 141 in 2013/14 to 145.

Foster Youth Students that Complete a High School Program will increase 5% from 42 in 2013/14 to 44.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Maintain the number of professional development opportunities for county operated schools.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 51090 4000-4999: Books And Supplies Base 2500 5000-5999: Services And Other Operating Expenditures Base 7500
2.2 Work with school sites on monitoring the implementation of English Learner programs.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 55305 4000-4999: Books And Supplies Supp/Conc 2415
2.3 Continue professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.	Countywide	<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) Expelled Pupils	1000-3000: Salaries & Benefits Supp/Conc 437356 4000-4999: Books And Supplies Base 2500 4000-4999: Books And Supplies Supp/Conc 1000
2.4 Continue professional development regarding knowledge of extracting multiple forms of data from program assessment tools as determined by program staff.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	1000-3000: Salaries & Benefits Base 136111 4000-4999: Books And Supplies Base 1000

		English proficient _ Other Subgroups: (Specify)	
2.5 Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 22226 4000-4999: Books And Supplies Supp/Conc 2540 5000-5999: Services And Other Operating Expenditures Supp/Conc 4200
2.6 Review data and maintain reading and mathematics intervention programs.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 132842 4000-4999: Books And Supplies Base 15350 5000-5999: Services And Other Operating Expenditures Base 11900
2.7 Continue English Language Learner curriculum support to best meet the needs of EL and redesignated EL students.	Countywide	All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 30983 4000-4999: Books And Supplies Supp/Conc 1050 5000-5999: Services And Other Operating Expenditures Supp/Conc 5640
2.8 Continue to monitor the Highly Qualified Teachers and appropriate placement of instructional staff.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 114804 1000-3000: Salaries & Benefits Supp/Conc 114804

<p>2.9 Review standards based instructional materials and curriculum.</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-3000: Salaries & Benefits Base 5752097</p> <p>4000-4999: Books And Supplies Base 20000</p> <p>5000-5999: Services And Other Operating Expenditures Base 23500</p> <p>1000-3000: Salaries & Benefits Other 1659461</p> <p>1000-3000: Salaries & Benefits Supp/Conc 957450</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

State Priority 1

- A: 100% of teachers fully credentialed and appropriately assigned.
- B: 100% of students will have access to standards-aligned materials.
- C: 100% of facilities will be maintained in good repair

State Priority 2

- A: Continue monthly training in California Common Core State Standards and implementing and developing teacher designed lessons that utilize the Common Core State Standards. There will be monthly training and support in CCSS development for both teacher and administration per Professional Development calendar.
- B: School schedules will maintain one period of time per day specifically for EL instruction. Edge and ESL Reading Smart (Edmentum) curriculum is designed to enhance student acquisition of English proficiency will continue to be used during this period of time. Staff integration of Structures and Strategies for use with EL students will be monitored and evaluated by administration on the regular teacher observation schedule.

State Priority 4

- A: The percentage of students earning proficient or higher on the Smarter Balanced Assessment will improve in ELA and Mathematics once baseline data is received.
- B: API was suspended
- C, F, G: Due to the nature of court and community schools, data related to a-g courses, AP course enrollment, CTE completion and EAP participation/pass rate is not applicable. All students will have access to a-g and AP coursework via our Edmentum products.
- D: CELDT will increase by 4% from 176 to 183.
- E: The percentage EL reclassifications will grow 1% annually for community from 17.8% and court from 0%.

Priority 7

- A,B,C: Due to the large number/percentage of unduplicated and students with exceptional needs enrolled in court and community schools course access is the same for all students.
- Using the Program-Wide Writing Assessment (PWA), 5% of students tested in spring and fall will improve their writing score by 0.5 points.

Priority 8

- A: Local Measure: The program-wide 85% of students will attain their growth goal in RIT. RIT reading scores will improve 5.5% and The RIT math scores will improve 6.1% annually.
- A: Local Measure: Continuously enrolled students will improve .5 on the program-wide writing assessment from pre (fall) to post (spring) test.

State Priority 9

The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, will assist in the development and implementation of the Countywide Plan for Expelled Youth as required by Education code 48926. Community Schools will maintain that minimum level of service while improving services to students as determined by LCAP stakeholders, WASC self study, School Site Council and DELAC.

State Priority 10

San Joaquin County Foster Youth Services will complete the state required Year End Report.

San Joaquin County Foster Youth Services will continue to specifically identify the needs of Foster Youth in a unique LCAP developed collaboratively with with county districts and SJCOE. Those goals are identified here:

County Office of Education will continue to have policies and MOUs regarding foster youth school transfers in traditional and correctional education programs and the infrastructure necessary to measure these metrics, and baseline data on these metrics.

County Office of Education will continue to have policies regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics resulting in the educational outcomes of foster youth mirroring that of the general student population.

SJ Co FYS will continue collaboration between Dependency Courts and SJCOE FYS which means communication, support and investment in foster youth's education future.

SJ Co FYS will continue to participate in the SMART Committee is a multi disciplinary team that represents San Joaquin County with representatives from multiple agencies including the Human Services Child Protective Services (CPS), Probation, Education and Behavioral Health Services. The main function of the SMART committee is to:

- * Review and brainstorm difficult cases that touch multiple agencies.
- * Review all RCL 13 placement certifications, including mental health service funding.
- * Review and certify all out of state placement youth from San Joaquin County, CPS and probation youth.
- * Review mental health services on special cases

FYS programs will continue to have the ability to ensure the expeditious transfer of health and education records in order to establish timely and appropriate placements. SJCOE FYS assist Probation with obtaining those documents such as, school transcripts, IEPs, birth certificates, immunization records and social security numbers. FYS programs also coordinate tutoring, mentoring, educational case management, vocational training, AB 12 support services, training for independent living, and other related services.

Foster Youth services including but not limited to Independent Living Services, Vocational/CTE Support Services, Post-secondary Preparation and Support Services will expand 1% from 1,349 youth served in 2013/14 to 1362.

Foster Youth Students in Grades 9-12 Receiving Services will increase 1% from 415 to 419.

Foster Youth enrolled in community school passing CAHSEE Math and ELA will increase 3% from 141 in 2013/14 to 145.

Foster Youth Students that Complete a High School Program will increase 5% from 42 in 2013/14 to 44.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Maintain the number of professional development opportunities for county operated schools.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 51090 4000-4999: Books And Supplies Base 2500 5000-5999: Services And Other Operating Expenditures Base 7500
2.2 Work with school sites on monitoring the implementation of English Learner programs.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 55305 4000-4999: Books And Supplies Supp/Conc 2415
2.3 Continue professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.	Countywide	<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) Expelled Pupils	1000-3000: Salaries & Benefits Supp/Conc 437356 4000-4999: Books And Supplies Base 2500 4000-4999: Books And Supplies Supp/Conc 1000
2.4 Continue professional development regarding knowledge of extracting multiple forms of data from program assessment tools as determined by program staff.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1000-3000: Salaries & Benefits Base 136111 4000-4999: Books And Supplies Base 1000

		Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.5 Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 22226 4000-4999: Books And Supplies Supp/Conc 2540 5000-5999: Services And Other Operating Expenditures Supp/Conc 4200
2.6 Review data and maintain reading and mathematics intervention programs.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 132842 4000-4999: Books And Supplies Base 15350 5000-5999: Services And Other Operating Expenditures Base 11900
2.7 Continue English Language Learner curriculum support to best meet the needs of EL and redesignated EL students.	Countywide	All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 30983 4000-4999: Books And Supplies Supp/Conc 1050 5000-5999: Services And Other Operating Expenditures Supp/Conc 5640
2.8 Continue to monitor the Highly Qualified Teachers and appropriate placement of instructional staff.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1000-3000: Salaries & Benefits Base 114804 1000-3000: Salaries & Benefits Supp/Conc 114804

		(Specify)	
2.9 Review standards based instructional materials and curriculum.	Countywide	<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)	1000-3000: Salaries & Benefits Base 5752097 4000-4999: Books And Supplies Base 20000 5000-5999: Services And Other Operating Expenditures Base 23500 1000-3000: Salaries & Benefits Other 1659461 1000-3000: Salaries & Benefits Supp/Conc 957450

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

GOAL 3:	To improve our capacity for building and growing relationships between our program, students, parents and the community.	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Need: To improve all areas of growth for students through establishing and growing relationships between our program, students, parents and the community. Metric: - Parent/Student Survey Results(Needs Assessment) <ul style="list-style-type: none"> • Attendance Rates • 1yr HS Graduation Rate • Suspension Rates • Parent Participation rates • Effort to seek Parent Participation • County Plan For Expelled Youth • COE Foster Youth Consortium 	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Priority 3</p> <p>A: Average Parent/guardian/caregiver and student participation/attendance in School Site Council and DELAC will increase from 15 to 17.</p> <ul style="list-style-type: none"> • All school sites will host Back to School Nights and Open House. • All school sites will host quarterly parent/teacher conferences. • Community partners of service will be surveyed for input regarding improvement of service for students. <p>B: All program-wide written and verbal communication to families will be translated into Spanish.</p> <p>B, C: COE programs serve a large unduplicated student population and efforts to seek parental involvement and feedback made is for all parents of enrolled students in all subgroups, including parents of unduplicated and exceptional needs students. Translators are provided as needed, and parents of exceptional needs students are encouraged to attend IEP meetings for their students.</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Examine data regarding student mental health needs to build upon and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.	Countywide	<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)	1000-3000: Salaries & Benefits Base 282609 1000-3000: Salaries & Benefits Supp/Conc 282608 4000-4999: Books And Supplies Base 3000 4000-4999: Books And Supplies Supp/Conc 1015 5000-5999: Services And Other Operating Expenditures Base 113700 5000-5999: Services And Other Operating Expenditures Supp/Conc 113700
3.2 Continue using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 112049 4000-4999: Books And Supplies Base 1000
3.3 Continue the student leadership group established to create and facilitate quests and concept of one. Activities.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1000-3000: Salaries & Benefits Base 102528 4000-4999: Books And Supplies Base 42800

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 41700
3.4 Continue Parent Cafes with Child Abuse Prevention Council.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 110125 4000-4999: Books And Supplies Base 350
3.5 Review community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.	Countywide	<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)	1000-3000: Salaries & Benefits Supp/Conc 32347 4000-4999: Books And Supplies Supp/Conc 979
3.6 Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.	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)	1000-3000: Salaries & Benefits Supp/Conc 27414 4000-4999: Books And Supplies Other 38000 5000-5999: Services And Other Operating Expenditures Other 37085
3.7 Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.	Countywide	<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	1000-3000: Salaries & Benefits Supp/Conc 30854 1000-3000: Salaries & Benefits Base 30854 4000-4999: Books And Supplies Supp/Conc 1100 4000-4999: Books And Supplies Base 3060

		_ Other Subgroups: (Specify)	
3.8 Continue parent/guardian/caregiver and student participation in School Site Council and DELAC. Continue to increase participation with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.	Countywide	<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)	1000-3000: Salaries & Benefits Base 32601 1000-3000: Salaries & Benefits Supp/Conc 32601 4000-4999: Books And Supplies Supp/Conc 200 4000-4999: Books And Supplies Base 800 5000-5999: Services And Other Operating Expenditures Supp/Conc 200 5000-5999: Services And Other Operating Expenditures Base 300
3.9 Continue to invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: EI Concillio outreach.	Countywide	<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)	1000-3000: Salaries & Benefits Supp/Conc 5160 4000-4999: Books And Supplies Supp/Conc 400 5000-5999: Services And Other Operating Expenditures Supp/Conc 10000
3.10 Maintain Independent Learning Programs to meet the unique needs of Foster Youth and Homeless students.	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)	1000-3000: Salaries & Benefits Supp/Conc 94731 4000-4999: Books And Supplies Supp/Conc 25000 4000-4999: Books And Supplies Other 50000 5000-5999: Services And Other Operating Expenditures Other 960
3.11 Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 34414 1000-3000: Salaries & Benefits Supp/Conc 34413 4000-4999: Books And Supplies Supp/Conc 1200 4000-4999: Books And Supplies Base 2000 5000-5999: Services And Other Operating Expenditures Supp/Conc 500 5000-5999: Services And Other Operating Expenditures Base 1000

3.12 Continue with all school sites hosting a Back to School Night and Open House.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base 3400
--	-----	---	---

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Priority 3 A: Average Parent/guardian/caregiver and student participation/attendance in School Site Council and DELAC will increase from 15 to 17. <ul style="list-style-type: none"> • All school sites will host Back to School Nights and Open House. • All school sites will host quarterly parent/teacher conferences. • Community partners of service will be surveyed for input regarding improvement of service for students. B: All program-wide written and verbal communication to families will be translated into Spanish. B, C: COE programs serve a large unduplicated student population and efforts to seek parental involvement and feedback made is for all parents of enrolled students in all subgroups, including parents of unduplicated and exceptional needs students. Translators are provided as needed, and parents of exceptional needs students are encouraged to attend IEP meetings for their students.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Examine data regarding student mental health needs to build upon and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.	Countywide	<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)	1000-3000: Salaries & Benefits Base 282609 1000-3000: Salaries & Benefits Supp/Conc 282608 4000-4999: Books And Supplies Base 3000 4000-4999: Books And Supplies Supp/Conc 1015 5000-5999: Services And Other Operating Expenditures Base 113700 5000-5999: Services And Other Operating Expenditures Supp/Conc 113700
3.2 Continue using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1000-3000: Salaries & Benefits Base 112049 4000-4999: Books And Supplies Base 1000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.3 Continue the student leadership group established to create and facilitate quests and concept of one. Activities.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 102528 4000-4999: Books And Supplies Base 42800 5000-5999: Services And Other Operating Expenditures Base 41700
3.4 Continue Parent Cafes with Child Abuse Prevention Council.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 110125 4000-4999: Books And Supplies Base 350
3.5 Review community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.	Countywide	<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)	1000-3000: Salaries & Benefits Supp/Conc 32347 4000-4999: Books And Supplies Supp/Conc 979
3.6 Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.	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	1000-3000: Salaries & Benefits Supp/Conc 27414 4000-4999: Books And Supplies Other 38000 5000-5999: Services And Other Operating Expenditures Other 37085

		_ Other Subgroups: (Specify)	
3.7 Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 30854 1000-3000: Salaries & Benefits Base 30854 4000-4999: Books And Supplies Supp/Conc 1100 4000-4999: Books And Supplies Base 3060
3.8 Continue parent/guardian/caregiver and student participation in School Site Council and DELAC. Continue to increase participation with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 32601 1000-3000: Salaries & Benefits Supp/Conc 32601 4000-4999: Books And Supplies Supp/Conc 200 4000-4999: Books And Supplies Base 800 5000-5999: Services And Other Operating Expenditures Supp/Conc 200 5000-5999: Services And Other Operating Expenditures Base 300
3.9 Continue to invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 5160 4000-4999: Books And Supplies Supp/Conc 400 5000-5999: Services And Other Operating Expenditures Supp/Conc 10000
3.10 Maintain Independent Learning Programs to meet the unique needs of Foster Youth and Homeless students.	All	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 94731 4000-4999: Books And Supplies Supp/Conc 25000 4000-4999: Books And Supplies Other 50000 5000-5999: Services And Other Operating Expenditures Other 960

<p>3.11 Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-3000: Salaries & Benefits Base 34414 1000-3000: Salaries & Benefits Supp/Conc 34413 4000-4999: Books And Supplies Supp/Conc 1200 4000-4999: Books And Supplies Base 2000 5000-5999: Services And Other Operating Expenditures Supp/Conc 500 5000-5999: Services And Other Operating Expenditures Base 1000</p>
<p>3.12 Continue with all school sites hosting a Back to School Night and Open House.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base 3400</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3 A: Average Parent/guardian/caregiver and student participation/attendance in School Site Council and DELAC will increase from 15 to 17. <ul style="list-style-type: none"> • All school sites will host Back to School Nights and Open House. • All school sites will host quarterly parent/teacher conferences. • Community partners of service will be surveyed for input regarding improvement of service for students. B: All program-wide written and verbal communication to families will be translated into Spanish. B, C: COE programs serve a large unduplicated student population and efforts to seek parental involvement and feedback made is for all parents of enrolled students in all subgroups, including parents of unduplicated and exceptional needs students. Translators are provided as needed, and parents of exceptional needs students are encouraged to attend IEP meetings for their students.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Examine data regarding student mental health needs to build upon and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council</p>	<p>Countywide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>1000-3000: Salaries & Benefits Base 282609 1000-3000: Salaries & Benefits Supp/Conc 282608 4000-4999: Books And Supplies Base 3000</p>

and San Joaquin Behavioral Services.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supp/Conc 1015 5000-5999: Services And Other Operating Expenditures Base 113700 5000-5999: Services And Other Operating Expenditures Supp/Conc 113700
3.2 Continue using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 112049 4000-4999: Books And Supplies Base 1000
3.3 Continue the student leadership group established to create and facilitate quests and concept of one. Activities.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 102528 4000-4999: Books And Supplies Base 42800 5000-5999: Services And Other Operating Expenditures Base 41700
3.4 Continue Parent Cafes with Child Abuse Prevention Council.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 110125 4000-4999: Books And Supplies Base 350
3.5 Review community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.	Countywide	<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	1000-3000: Salaries & Benefits Supp/Conc 32347 4000-4999: Books And Supplies Supp/Conc 979

		_ Other Subgroups: (Specify)	
3.6 Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.	All	All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 27414 4000-4999: Books And Supplies Other 38000 5000-5999: Services And Other Operating Expenditures Other 37085
3.7 Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.	Countywide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 30854 1000-3000: Salaries & Benefits Base 30854 4000-4999: Books And Supplies Supp/Conc 1100 4000-4999: Books And Supplies Base 3060
3.8 Continue parent/guardian/caregiver and student participation in School Site Council and DELAC. Continue to increase participation with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.	Countywide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Base 32601 1000-3000: Salaries & Benefits Supp/Conc 32601 4000-4999: Books And Supplies Supp/Conc 200 4000-4999: Books And Supplies Base 800 5000-5999: Services And Other Operating Expenditures Supp/Conc 200 5000-5999: Services And Other Operating Expenditures Base 300
3.9 Continue to invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach.	Countywide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-3000: Salaries & Benefits Supp/Conc 5160 4000-4999: Books And Supplies Supp/Conc 400 5000-5999: Services And Other Operating Expenditures Supp/Conc 10000

<p>3.10 Maintain Independent Learning Programs to meet the unique needs of Foster Youth and Homeless students.</p>	<p>All</p>	<p><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)</p>	<p>1000-3000: Salaries & Benefits Supp/Conc 94731 4000-4999: Books And Supplies Supp/Conc 25000 4000-4999: Books And Supplies Other 50000 5000-5999: Services And Other Operating Expenditures Other 960</p>
<p>3.11 Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-3000: Salaries & Benefits Base 34414 1000-3000: Salaries & Benefits Supp/Conc 34413 4000-4999: Books And Supplies Supp/Conc 1200 4000-4999: Books And Supplies Base 2000 5000-5999: Services And Other Operating Expenditures Supp/Conc 500 5000-5999: Services And Other Operating Expenditures Base 1000</p>
<p>3.12 Continue with all school sites hosting a Back to School Night and Open House.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base 3400</p>

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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 1 from prior year LCAP:	Improve student attendance, by decreasing truancy.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Overall program attendance will increase by 1% from 82% in community schools and 95% in Cruikshank court school. Chronic Absenteeism Rate (Students > 17 absences) will decrease by 10 students in community and 1 student in Cruikshank court school from 2013/14 Community 214 Cruikshank 14.</p> <p>Middle School Drop Out Rate will be maintained at 0 students in Cruikshank Court School and 2 students for Community from 2013/14.</p> <p>High School Drop Out Rate for Community and Cruikshank Court will decrease 5% to 12.5% from 13.1% in 2013/14.</p> <p>High School graduation rate will increase 2% in Community and Cruikshank Court from 80.1% in 2013/14.</p> <p>Pupil suspension rate will decrease 2% from 741 in Community and 219 in Cruikshank Court in 2013/14 to 726 and 215.</p> <p>Pupil expulsion rate in Community will decrease to 2 from 3 in 2013/14 and maintain at 0 in Cruikshank Court.</p> <p>Student, Parent and Teacher Survey of feeling safe results will continue to reflect a high regard for school safety by parents (92.5%) and students (82.35%). Those percentages will increase by 3 percentage points in the coming year. Teachers' feeling of safety will increase from 64.45% to 70%.</p> <p>Student Survey results of connectedness to school will improve 10% from 62.57% of students feel their teacher cares about them and students believing their teachers understand their life outside of school will improve from 51.10% to 55%.</p> <p>Parent Survey results of comfort communicating with their student's teachers will be maintained at 98.82% as well as their belief their student's teacher cares about their student's success which is 98.25%.</p>		Actual Annual Measurable Outcomes:	<p>Overall program attendance for 2014/2015 is 84% for community schools and 83% in Cruikshank Court school.</p> <p>*Chronic Absenteeism Rate (Students > 17 absences) for 2014/2015 is 827 students in Community Schools and 77 students in Cruikshank Court school.</p> <p>*Middle School Drop Out Rate for 2014/2015 is reported as 1 student for Community Schools and 0 students in Cruikshank Court School.</p> <p>*High School Drop Out Rate for 2014/2015 is reported as 8.4% (77 students) in Community Schools and 49 students Cruikshank Court Schools.</p> <p>*High School graduation rate for 2014/2015 is reported as 124 students in Community Schools 9 students in Cruikshank Court School.</p> <p>Pupil suspension rate for 2014/2015 is reported as 514 (27.9%) in Community and 156 (18.2%) in Cruikshank Court Schools.</p> <p>*Pupil expulsion rate for 2014/2015 is reported as 5 (0.1%) in Community 1 (0.1%) in Cruikshank Court School.</p> <p>Student, Parent and Teacher 2014/2015 Survey relating to feeling safe results continue to reflect a high regard for school safety by parents (92.4%), students (82.35%), and teachers (64.45%). Those percentages will increase by 3 percentage points in the coming year. Teachers' feeling of safety will increase from 64.45% to 70%.</p> <p>2014/2015 Student Survey results regarding connectedness to school indicate 62.57% of students feel their teacher cares about them and students believing their teachers understand their life outside of school is 51.10%.</p> <p>2014/2015 Parent Survey results regarding level of comfort communicating with their student's teachers is 98.82%.</p>

	<p>2014/2015 Parent Survey results indicated that 98.25% of parents believe their student's teacher cares about their student's success.</p> <p>Actions and services were deemed effective and will continue.</p> <p>* According to Data Quest, the County Office of Education administered schools receive the county wide rate.</p>
--	---

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.1 Connect targeted students with community resources to assist with attendance improvement.</p>	<p>Connect targeted students with community resources to assist with attendance improvement. 1000-3000: Salaries & Benefits Base 158612</p> <p>1000-3000: Salaries & Benefits Supp/Conc 158612</p> <p>4000-4999: Books And Supplies Supp/Conc 800</p> <p>4000-4999: Books And Supplies Base 1200</p> <p>5000-5999: Services And Other Operating Expenditures Base 113700</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 113700</p>	<p>1.1 Connected targeted students with community resources to assist with attendance improvement.</p>	<p>Connect targeted students with community resources to assist with attendance improvement. 1000-3000: Salaries & Benefits Base 166255</p> <p>1000-3000: Salaries & Benefits Supp/Conc 166255</p> <p>4000-4999: Books And Supplies Supp/Conc 1122</p> <p>4000-4999: Books And Supplies Base 1122</p> <p>5000-5999: Services And Other Operating Expenditures Base 112500</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 112500</p>
<p>Scope of Service Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>1.2 Expand the number of agencies participating in truancy task force meetings and truancy sweeps.</p>	<p>Expand the number of agencies participating in truancy task force meetings and truancy sweeps. 1000-3000: Salaries & Benefits Base 99255 1000-3000: Salaries & Benefits Supp/Conc 99254 4000-4999: Books And Supplies Supp/Conc 500 4000-4999: Books And Supplies Base 1200 5000-5999: Services And Other Operating Expenditures Base 102400 5000-5999: Services And Other Operating Expenditures Supp/Conc 102400</p>	<p>1.2 Expanded the number of agencies participating in truancy task force meetings and truancy sweeps.</p>	<p>Expand the number of agencies participating in truancy task force meetings and truancy sweeps. 1000-3000: Salaries & Benefits Base 105648 1000-3000: Salaries & Benefits Supp/Conc 105648 4000-4999: Books And Supplies Supp/Conc 874 4000-4999: Books And Supplies Base 2039 5000-5999: Services And Other Operating Expenditures Base 112500 5000-5999: Services And Other Operating Expenditures Supp/Conc 112500</p>
<p>Scope of Service: Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.3 Maintain Attendance Leadership Committee.</p>	<p>Maintain attendance leadership committee. 1000-3000: Salaries & Benefits Base 147335 4000-4999: Books And Supplies Base 2730 5000-5999: Services And Other Operating Expenditures Base 26300</p>	<p>1.3 Maintained Attendance Leadership Committee.</p>	<p>Maintain attendance leadership committee. 1000-3000: Salaries & Benefits Base 147335 4000-4999: Books And Supplies Base 2730 5000-5999: Services And Other Operating Expenditures Base 26300</p>
<p>Scope of Service: All</p>		<p>Scope of Service: All</p>	

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4 Expand the number of one.STOP Mental Health Clinicians.</p>	<p>Expand the number of one.STOP Mental Health Clinicians. 1000-3000: Salaries & Benefits Base 169740</p> <p>1000-3000: Salaries & Benefits Supp/Conc 169739</p> <p>4000-4999: Books And Supplies Supp/Conc 700</p> <p>4000-4999: Books And Supplies Base 1100</p> <p>5000-5999: Services And Other Operating Expenditures Base 125000</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 100000</p>	<p>1.4 Expanded the number of one.STOP Mental Health Clinicians.</p>	<p>Expand the number of one.STOP Mental Health Clinicians. 1000-3000: Salaries & Benefits Base 283959</p> <p>1000-3000: Salaries & Benefits Supp/Conc 283959</p> <p>4000-4999: Books And Supplies Supp/Conc 522</p> <p>4000-4999: Books And Supplies Base 1218</p> <p>5000-5999: Services And Other Operating Expenditures Base 1841</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 100000</p>
<p>Scope of Service Countywide</p>		<p>Scope of Service Countywide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.5 Maintain on-going Truancy Intervention Site services for transitioning students at our traditional school sites.</p>	<p>On-going Truancy Intervention Site services for transitioning students at our traditional school sites. 1000-3000: Salaries & Benefits Base</p>	<p>1.5 Maintained on-going Truancy Intervention Site services for transitioning students at our traditional school sites.</p>	<p>On-going Truancy Intervention Site services for transitioning students at our traditional school sites. 1000-3000: Salaries & Benefits Base</p>

	<p>125450</p> <p>1000-3000: Salaries & Benefits Supp/Conc 125450</p> <p>4000-4999: Books And Supplies Base 1250</p> <p>4000-4999: Books And Supplies Supp/Conc 1000</p> <p>5000-5999: Services And Other Operating Expenditures Base 56250</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 56250</p>		<p>130835</p> <p>1000-3000: Salaries & Benefits Supp/Conc 130835</p> <p>4000-4999: Books And Supplies Base 1125</p> <p>4000-4999: Books And Supplies Supp/Conc 1125</p> <p>Costs included in action #1.1 5000-5999: Services And Other Operating Expenditures Base</p> <p>Costs included in action #1.1 5000-5999: Services And Other Operating Expenditures Supp/Conc</p>
<p>Scope of Service</p> <p>Countywide</p>		<p>Scope of Service</p> <p>Countywide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.6 Hire an intervention services clerk to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.</p>	<p>Hire an intervention services clerk to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force. 2000-3000: Salaries & Benefits Supp/Conc 68335</p> <p>4000-4999: Books And Supplies Supp/Conc 500</p>	<p>1.6 Hired an intervention services clerk to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.</p>	<p>Hire an intervention services clerk to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force. 1000-3000: Salaries & Benefits Supp/Conc 53615</p> <p>4000-4999: Books And Supplies Supp/Conc 836</p>
<p>Scope of Service</p> <p>Countywide</p>		<p>Scope of Service</p> <p>Countywide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input 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>1.7 Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.</p>	<p>Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement. 1000-3000: Salaries & Benefits Supp/Conc 128118 4000-4999: Books And Supplies Supp/Conc 1300</p>	<p>1.7 Connected targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.</p>	<p>Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement. 1000-3000: Salaries & Benefits Supp/Conc 230667 4000-4999: Books And Supplies Supp/Conc 1362</p>
<p>Scope of Service: Countywide</p> <hr/> <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>		<p>Scope of Service: Countywide</p> <hr/> <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>	
<p>1.8 Expand the number of agencies participating in Truancy Task Force meetings and truancy sweeps. Ensure translators are present for home visits.</p>	<p>Expand the number of agencies participating in Truancy Task Force meetings and truancy sweeps. Ensure translators are present for home visits. 1000-3000: Salaries & Benefits Supp/Conc 75169 4000-4999: Books And Supplies Supp/Conc 1350</p>	<p>1.8 Expanded the number of agencies participating in Truancy Task Force meetings and truancy sweeps. Ensure translators are present for home visits.</p>	<p>Expand the number of agencies participating in Truancy Task Force meetings and truancy sweeps. Ensure translators are present for home visits. 1000-3000: Salaries & Benefits Supp/Conc 75569 4000-4999: Books And Supplies Supp/Conc 1317</p>
<p>Scope of Service: Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>		<p>Scope of Service: Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>	

<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input 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>1.9 Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.</p>	<p>Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners. 1000-3000: Salaries & Benefits Supp/Conc 85867 4000-4999: Books And Supplies Supp/Conc 550</p>	<p>1.9 Maintained Attendance Leadership Committee. Tracked attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.</p>	<p>Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners. 1000-3000: Salaries & Benefits Supp/Conc 86481 4000-4999: Books And Supplies Supp/Conc 495</p>
<p>Scope of Service: Countywide</p> <hr/> <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>		<p>Scope of Service: Countywide</p> <hr/> <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>	
<p>1.10 Maintain the number of one.STOP Mental Health clinicians to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.</p>	<p>Maintain the number of one.STOP Mental Health clinicians. To better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students. Primary grant funding cut effective June 2015. 1000-3000: Salaries & Benefits Supp/Conc 339479 4000-4999: Books And Supplies Supp/Conc 1733 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400</p>	<p>1.10 Maintained the number of one.STOP Mental Health clinicians to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.</p>	<p>Maintain the number of one.STOP Mental Health clinicians. To better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students. Primary grant funding cut effective June 2015. 1000-3000: Salaries & Benefits Supp/Conc 331437 4000-4999: Books And Supplies Supp/Conc 2484 5000-5999: Services And Other Operating Expenditures Supp/Conc 2185</p>

<p>Scope of Service Countywide</p>		<p>Scope of Service Countywide</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>		<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>	
<p>1.11 Ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Add sites.</p>	<p>On-going Truancy Intervention Sites' services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Additional site and Student services support FTE. 1000-3000: Salaries & Benefits Supp/Conc 85867</p> <p>4000-4999: Books And Supplies Supp/Conc 1300</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 100000</p>	<p>1.11 Ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Add Frontier I and Frontier II.</p>	<p>On-going Truancy Intervention Sites' services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Additional site and Student services support FTE. 1000-3000: Salaries & Benefits Supp/Conc 86481</p> <p>4000-4999: Books And Supplies Supp/Conc 2483</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 40782</p>
<p>Scope of Service Countywide</p>		<p>Scope of Service Countywide</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>		<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>	
<p>1.12 Hire campus intervention monitors for large daily attendance sites to improve site safety.</p>	<p>Hire campus intervention monitors for large daily attendance sites to improve site safety. 2000-3000:</p>	<p>1.12 Hired campus intervention monitors for large daily attendance sites to improve site safety.</p>	<p>Hire campus intervention monitors for large daily attendance sites to improve site safety. 1000-3000: Salaries &</p>

		Salaries & Benefits Supp/Conc 127128		Benefits Supp/Conc 212750
Scope of Service	Countywide		Scope of Service	Countywide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.13 Maintain counselor and provide on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.		Maintain counselor to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance. 1000-3000: Salaries & Benefits Supp/Conc 161928 4000-4999: Books And Supplies Supp/Conc 2500 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400	1.13 Maintained a counselor and provided on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance. Maintain counselor to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance. 1000-3000: Salaries & Benefits Supp/Conc 146007 4000-4999: Books And Supplies Supp/Conc 2230 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400	
Scope of Service	Countywide		Scope of Service	Countywide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be		1.2 TTF partner districts and agencies will continue to expand. 1.2 and 1.8 are redundant. 1.3 The Attendance Leadership Committee has been maintained and will continue. 1.6 The Intervention Services Clerk was hired. It was noted by admin		

made as a result of reviewing past progress and/or changes to goals?	stakeholders that an additional clerk is still needed. 1.8 Will be removed with translation added to 1.2. 1.10 one.STOP Mental Health clinician numbers declined with the resignation of one clinician. The lead clinician, school nurse and admin are currently seeking an appropriate replacement and stakeholders identify the need for additional clinical support for students and families. 1.12 Four Campus Security Technicians were hired and an additional CST was identified by stakeholders as needed at the next largest site in the program. 1.13 FY Counselor and Truancy sites have been maintained. Stakeholders identified transportation as a need to address student truancy and suggested offering bus passes to students who demonstrate a need. This will be added to Goal 1 for 16/17, 17/18 and 18/19.
--	---

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.

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 2 from prior year LCAP:	To improve academic rigor and consistency across student programs.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	As verified by the SARC and Williams Report: The number of teachers assigned in Community Schools with out their full credential will decrease from 3 to 2. The number of teachers working outside their subject area of competence in Community Schools will remain at 0. The number of teachers assigned in Cruikshank Court School without their full credential or working outside their subject area of competence will remain at 0. All students will continue to have access to supplemental and core resources which align with common core as well as teacher developed program curriculum using CCSS. EL strategies will be integrated into the teacher developed curriculum which will be maintained online for equal access for all students and teachers. Students will continue to have access to Edmentum's online learning solutions which provides coursework that is aligned with California Standards. The math department will continue to pilot CCSS aligned curriculum and will adopt a curriculum this academic year. School Maintenance and Repair - The condition of the Community Schools facilities will maintain "good" rating or earn "exemplary" overall. Cruikshank Court School operates in facilities owned and maintained by San Joaquin County (not the Office of Education). Teachers will continue monthly training in California Common Core State Standards and implementing and developing teacher designed lessons that utilize the Common Core State Standards.		Actual Annual Measurable Outcomes: As verified by the SARC and Williams Report Data for 2014/2015: The number of teachers assigned in Community Schools with out their full credential is reported as 3. The number of teachers working outside their subject area of competence in Community Schools is reported as 0. The number of teachers assigned in Cruikshank Court School without their full credential is reported as 0. The number of teachers working outside their subject area of competence remains at 0. All students will continue to have access to supplemental and core resources which align with common core as well as teacher developed program curriculum using CCSS. EL strategies will be integrated into the teacher developed curriculum which is maintained online for equal access for all students and teachers. Students will continue to have access to Edmentum's online learning solutions which provides coursework that is aligned with California Standards. The math department will continue to pilot CCSS aligned curriculum and will adopt a curriculum this academic year. School Maintenance and Repair - The condition of the Community Schools facilities is rated at "good" for 2014/2015. Cruikshank Court School operates in facilities owned and maintained by San Joaquin County (not the Office of Education).

There will be monthly training and support in CCSS development for both teacher and administration per Professional Development calendar as verified by teacher/administrator sign in sheets.

School schedules will maintain one period of time per day specifically for EL instruction. Edge Curriculum designed to enhance student acquisition of English proficiency will continue to be used during this period of time. An EL instruction PLC subgroup will be developed for monthly collaboration. Staff integration of Structures and Strategies for use with EL students will be monitored and evaluated by administration on the regular teacher observation schedule and maintained in employee personnel files in HR.

The percentage of students earning proficient or higher on the Smarter Balanced Assessment will improve in ELA and Mathematics once baseline data is received.

The program-wide 85% of students will attaining their growth goal in RIT. RIT reading scores will improve 5.5% from 205 to 216 and The RIT math scores will improve 6.1% annually from 211 to 223.

Continuously enrolled students will improve .5 on the program-wide writing assessment from pre (fall) to post (spring) test.

Community Schools CAHSEE Test passing rate will improve 2% from 28% to 30% in Math and 3% in ELA from 23% to 26%.

Cruikshank Court Schools CAHSEE Test passing rate will improve 2% from 32% to 34% in Math and 3% in ELA from 24% to 27%.

The number of students assessed using CELDT will increase by 4% from 176 to 183.

The percentage EL reclassifications will grow 1% annually for community from 17.8% and court from 0%.

Percentage of EL students made annual progress on the CELDT will improve from 37.6% to 39%.

Due to the nature of court and community schools, data related to a-g courses, AP course enrollment, CTE completion and EAP participation/pass rate is not applicable. All students will have

2014/2015 Teachers attended monthly training in California Common Core State Standards and implementing and developing teacher designed lessons that utilize the Common Core State Standards. Monthly training and support in CCSS development for both teacher and administration occurred per Professional Development calendar as verified by teacher/administrator sign in sheets.

2014/2015 School schedules maintain one period of time per day specifically for EL instruction. Edge Curriculum, designed to enhance student acquisition of English proficiency, is used during this period of time. An EL instruction PLC subgroup will be developed for monthly collaboration. Staff integration of Structures and Strategies for use with EL students will be monitored and evaluated by administration on the regular teacher observation schedule and maintained in employee personnel files in HR.

*The 2014/2015 CAASPP Smarter Balanced testing data reported as a baseline for Community Schools indicate that 53.3% of enrolled and eligible students tested. Overall data indicates that 4% of students reported for Standard Met, 17% reported for Standard Nearly Met, and 79% reported for Standard Not Met.

*The 2015 CAASPP CST Exam data reported that 78.9% of eligible and enrolled students in grade 5 tested, 20% in grade 8, and 26.5% in grade 10. 2% of students tested in grade ten scored Advanced. 8% of 8th graders and 9% of 10th graders scored Proficient. 36% of 5th graders and 6% of 10th graders scored at Basic and 14% of 5th graders, 23% of 8th graders, and 21% of 10th graders scored Below Basic. Reported scores for far below basic were reported at 50% for 5th grade, 69% for 8th grade and 62% of 10th graders.

*The 2014/2015 CAASPP Smarter Balanced testing data reported as a baseline for Court Schools indicates that 3.4% of enrolled and eligible students tested. Overall achievement data was not reported on Data Quest as a result of there being 10 or fewer students being tested.

* The 2015 CAASPP CST Exam data reported 25% of eligible enrolled students in grade 8 tested, 14.3% of eligible and enrolled students in grade 10 tested in Court Schools. No valid

access to a-g and AP coursework via Edmentum.

API is no longer used by the State of California.

In the Community and Court school programs, all students, including unduplicated and exceptional needs students, have access to and are enrolled in the same base core education program. Additional programs and services are provided to EL students and Special Education students to meet their needs within the educational setting as needed. On-line courses are available to all students for credit recovery or advanced course work. This is level of course access is verified by program schedules, on-line programs, class rosters, IEPs, and lesson plans. We will maintain this level of course access for all students.

Using the Program-Wide Writing Assessment (PWA), 5% of students tested in spring and fall will improve their writing score by 0.5 points.

The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, will assist in the development and implementation of the Countywide Plan for Expelled Youth as required by Education code 48926. Community Schools will maintain that minimum level of service while improving services to students as determined by LCAP stakeholders, WASC self study, School Site Council and DELAC.

San Joaquin County Foster Youth Services will complete the state required Year End Report.

San Joaquin County Foster Youth Services will specifically identify the needs of Foster Youth in a unique LCAP developed collaboratively with with county districts and SJCOE. Those goals are identified here:

County Office of Education will have policies and MOUs regarding foster youth school transfers in traditional and correctional education programs and the infrastructure necessary to measure these metrics, and baseline data on these metrics.

County Office of Education will have policies regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and

test data was reported for the CST exam.

2014/2015 NWEA (MAP) data indicates that 771 students in grades 7-12 tested in the fall for mathematics and 742 in the spring for an overall program mean of +3.15 increase in RIT scores in community schools. 750 students in grades 7-12 tested in the fall for reading and 722 in the spring for an overall program mean of +2.55 increase in RIT scores in community schools.

2014/2015 NWEA (MAP) data indicates that 30 students in grades 9-12 tested in the fall for mathematics and 12 in the spring, however there is no reportable data for our court students due to the transient population. 31 students in grades 9-12 test in the fall for Reading and 12 in the spring, however there is no reportable mean RIT scores for our Court School students due to the transient population.

Continuously enrolled students at Court Schools during 2014/2015 maintained an average score of 1.76 on the program-wide writing assessment for both the pre (fall) and post (spring) test.

Continuously enrolled students at Community Schools during 2014/2015 demonstrated improvement of .13 on the Program Wide Writing Assessment from the pre (fall) to the post (spring) test.

CAHSEE Testing has been suspended indefinitely so no data will be presented for reporting purposes.

*2014/2015 CELDT data reported 190 Community School students were assessed which is an 11.77% increase from 2013/2014. A total of 16 Court School students were assessed using CELDT.

*2014/2015 EL Reclassification rate was reported at 3.8% for Community Schools and 0% for Court Schools.

2014/2015 Percentage of EL students making annual progress on the CELDT is reported as 37.6%.

Due to the nature of court and community schools, data related to A-G courses, AP course enrollment, CTE completion, and

baseline data on these metrics resulting in the educational outcomes of foster youth mirroring that of the general student population.

Collaboration between Dependency Courts and SJCOE FYS means communication, support and investment in foster youth's education future.

SJ Co FYS will continue to participate in the SMART Committee is a multi disciplinary team that represents San Joaquin County with representatives from multiple agencies including the Human Services Child Protective Services (CPS), Probation, Education and Behavioral Health Services. The main function of the SMART committee is to:

- * Review and brainstorm difficult cases that touch multiple agencies.
- * Review all RCL 13 placement certifications, including mental health service funding.
- * Review and certify all out of state placement youth from San Joaquin County, CPS and probation youth.
- * Review mental health services on special cases

FYS programs will continue to have the ability to ensure the expeditious transfer of health and education records in order to establish timely and appropriate placements. SJCOE FYS assist Probation with obtaining those documents such as, school transcripts, IEPs, birth certificates, immunization records and social security numbers. FYS programs also coordinate tutoring, mentoring, educational case management, vocational training, AB 12 support services, training for independent living, and other related services.

Foster Youth services including but not limited to Independent Living Services, Vocational/CTE Support Services, Post-secondary Preparation and Support Services will expand 1% from 1,349 youth served in 2013/14 to 1362.

Foster Youth Students in Grades 9-12 Receiving Services will increase 1% from 415 to 419.

Foster Youth enrolled in community school passing CAHSEE Math and ELA will increase 3% from 141 in 2013/14 to 145.

Foster Youth Students that Complete a High School Program will increase 5% from 42 in 2013/14 to 44.

EAP participation/pass rate is not applicable. All students will have access to A-G and AP coursework via Edmentum.

API is no longer used by the State of California.

In the Community and Court school programs, all students, including unduplicated and exceptional needs students, have access to and are enrolled in the same base core education program. Additional programs and services are provided to EL students and Special Education students to meet their needs within the educational setting as needed. On-line courses are available to all students for credit recovery or advanced course work. This is level of course access is verified by program schedules, on-line programs, class rosters, IEPs, and lesson plans. We will maintain this level of course access for all students.

The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, will assist in the development and implementation of the Countywide Plan for Expelled Youth as required by Education code 48926. Community Schools will maintain that minimum level of service while improving services to students as determined by LCAP stakeholders, WASC self study, School Site Council and DELAC.

San Joaquin County Foster Youth Services will complete the state required Year End Report.

San Joaquin County Foster Youth Services will specifically identify the needs of Foster Youth in a unique LCAP developed collaboratively with with county districts and SJCOE. Those goals are identified here:

County Office of Education will have policies and MOUs regarding foster youth school transfers in traditional and correctional education programs and the infrastructure necessary to measure these metrics, and baseline data on these metrics.

County Office of Education will have policies regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics resulting in the educational

outcomes of foster youth mirroring that of the general student population.

AB 490 Effective January 1, 2004, Assembly Bill 490 (Steinberg) imposes new duties and rights related to the education of dependents and wards in foster care: The timely transfer of records is the responsibility of both the placing agency and the school district. EC 49069.5:

County placing agency: When the case worker or probation officer becomes aware of the need to transfer a student to a new school, he or she must: Notify the school of the student's last expected day of attendance; request the calculation of the student's educational information; and request the student be transferred out. ec 49069.5

The old school: Within 2 business days, the old school must transfer the student out, and deliver the student's educational record to the next school. The record must include a determination of seat time, full or partial credits earned, classes, grades, immunizations and, if applicable, special education or § 504 plans. ec 49069.5.

New school: The liaison for the new school shall within 2 business days of the foster child's request for enrollment, contact the school last attended by the foster child to obtain all academic and other records. EC 48853.5(d)(4)(c).

Foster youth who transfer schools mid-semester have a right to receive full or partial credits, based on seat-time, for all work satisfactorily completed before transferring schools. Upon receiving notification that a foster youth is transferring schools, a sending school must issue check out grades and full or partial credits on an official transcript. The receiving school must accept all check out grades and credits, apply them to the same or equivalent courses, and immediately enroll foster youth in the same or equivalent classes as they were enrolled in at the sending school. In order to comply with the law, school districts must issue partial credits pursuant to their own calculation method or use the Partial Credit Model Policy. EC §§ 49069.5, 51225.2.

Collaboration between Dependency Courts and SJCOE FYS means communication, support and investment in foster youth's

education future.

Local Cross-Agency Collaboration is Central Tenet of FYSCP Plan

- EC 42921(e)(1)(A) - Language states FYSCP plans need to include how FYSCP will collaborate with LEA, child welfare and probation to determine proper educational placement of youth. Collaboration includes:
- EC 42921(e)(1)(A)(i) - Building capacity of county agencies, school districts and community organizations to support educational success of youth;

Collaboration between Dependency Courts and SJCOE FYS means communication, support, and investment in Foster Youth's educational success. Through the process of school reviews, scheduled at juvenile dependency court, FY are held accountable on their academic performance, disciplinary issues that may be occurring in school, if attendance has become a concern it can be brought attention to, and most importantly the focus on making education achievement an importance.

SJ Co FYS will continue to participate in the SMART Committee is a multi disciplinary team that represents San Joaquin County with representatives from multiple agencies including the Human Services Child Protective Services (CPS), Probation, Education and Behavioral Health Services. The main function of the SMART committee is to:

- Review and brainstorm difficult cases that touch multiple agencies.
- Review all RCL 13 placement certifications, including mental health service funding.
- Review and certify all out of state placement youth from San Joaquin County, CPS and probation youth.
- Review mental health services on special cases

FYS programs will continue to have the ability to ensure the expeditious transfer of health and education records in order to establish timely and appropriate placements. SJCOE FYS assist Probation with obtaining those documents such as, school transcripts, IEPS, birth certificates, immunization records and social security numbers. FYS programs also coordinate tutoring, mentoring, educational case management, vocational training, AB 12 support services, training for independent living, and other related services.

			<p>Foster Youth services including but not limited to Independent Living Services, Vocational/CTE Support Services, Post-secondary Preparation and Support Services reported 1,221 youth served in 2014/2015.</p> <p>2014/2015 Foster Youth Students in Grades 9-12 Receiving Services was reported as 311.</p> <p>2014/2015 reported 39 Foster Youth Students that Completed a High School Program.</p> <p>Actions and services were deemed effective and will continue.</p>
--	--	--	---

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Increase the number of professional development opportunities for County Operated Schools by one staff development day.	<p>Increase the number of professional development opportunities for County Operated Schools by one staff development day. 1000-3000: Salaries & Benefits Base 34826</p> <p>4000-4999: Books And Supplies Base 2500</p> <p>5000-5999: Services And Other Operating Expenditures Base 7500</p>	2.1 Increased the number of professional development opportunities for County Operated Schools by one staff development day.	<p>Increased the number of professional development opportunities for County Operated Schools by one staff development day. 1000-3000: Salaries & Benefits Base 35545</p> <p>4000-4999: Books And Supplies Base 2484</p> <p>5000-5999: Services And Other Operating Expenditures Base 12792</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
2.2 Work with school sites on monitoring the implementation of the English Language Learner programs.	Work with school sites on monitoring the implementation of the English Language Learner programs. 1000-	2.2 Worked with school sites on monitoring the implementation of the English Language Learner programs.	Worked with school sites on monitoring the implementation of the English Language Learner programs.

	3000: Salaries & Benefits Supp/Conc 50159		1000-3000: Salaries & Benefits Supp/Conc 55021.
	4000-4999: Books And Supplies Supp/Conc 2415		4000-4999: Books And Supplies Supp/Conc 2139
Scope of Service Countywide		Scope of Service All	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.3 Professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.	Professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms. 1000-3000: Salaries & Benefits Supp/Conc 293960	2.3 Provided professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.	Provided professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms. 1000-3000: Salaries & Benefits Supp/Conc 317242
	4000-4999: Books And Supplies Supp/Conc 1000		4000-4999: Books And Supplies Supp/Conc 950
	4000-4999: Books And Supplies Base 2500		4000-4999: Books And Supplies Base
Scope of Service Countywide		Scope of Service Countywide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.4 Professional development regarding knowledge of extracting	Professional development regarding knowledge of extracting multiple	2.4 Provided professional development regarding knowledge of extracting	Provided professional development regarding knowledge of extracting

<p>multiple forms of data from Measures of Academic Performance or other assessment tool as determined by program staff.</p>	<p>forms of data from Measures of Academic Performance or other assessment tool as determined by program staff. 1000-3000: Salaries & Benefits Base 20063 4000-4999: Books And Supplies Base 1000</p>	<p>multiple forms of data from Measures of Academic Performance or other assessment tool as determined by program staff.</p>	<p>multiple forms of data from Measures of Academic Performance or other assessment tool as determined by program staff. 1000-3000: Salaries & Benefits Base 21199 4000-4999: Books And Supplies Base 1000</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.5 Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.</p>	<p>Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement. 1000-3000: Salaries & Benefits Supp/Conc 21252 4000-4999: Books And Supplies Supp/Conc 2540 5000-5999: Services And Other Operating Expenditures Supp/Conc 4200</p>	<p>2.5 Maintained number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.</p>	<p>Maintained number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement. 1000-3000: Salaries & Benefits Supp/Conc 21348 4000-4999: Books And Supplies Supp/Conc 2027 5000-5999: Services And Other Operating Expenditures Supp/Conc 5000</p>
<p>Scope of Service: Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>2.6 Research and adopt reading and mathematics intervention programs.</p>	<p>Research and adopt reading and mathematics intervention programs. 1000-3000: Salaries & Benefits Base 137452 4000-4999: Books And Supplies Base 15350 5000-5999: Services And Other Operating Expenditures Base 11900</p>	<p>2.6 Researched and adopted reading and mathematics intervention programs.</p>	<p>Researched and adopted reading and mathematics intervention programs. 1000-3000: Salaries & Benefits Base 150524 4000-4999: Books And Supplies Base 31725 5000-5999: Services And Other Operating Expenditures Base</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.7 Adopt and implement specific curriculum to address the needs of English Learner student population.</p>	<p>Adopt and implement specific curriculum to address the needs of English Learner student population. 1000-3000: Salaries & Benefits Supp/Conc 28871 4000-4999: Books And Supplies Supp/Conc 2888 5000-5999: Services And Other Operating Expenditures Supp/Conc 13556</p>	<p>2.7 Adopted and implemented specific curriculum to address the needs of English Learner student population.</p>	<p>Adopted and implemented specific curriculum to address the needs of English Learner student population. 1000-3000: Salaries & Benefits Supp/Conc 29918 4000-4999: Books And Supplies Supp/Conc 31725 5000-5999: Services And Other Operating Expenditures Supp/Conc 13556</p>
<p>Scope of Service Countywide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service Countywide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
2.8 Continue English Language Learner professional learning community of teachers and administration to best meet the needs of EL and redesignated EL students.	Continue English Language Learner professional learning community of teachers and administration to best meet the needs of EL and redesignated EL students. 1000-3000: Salaries & Benefits Supp/Conc 29370 4000-4999: Books And Supplies Supp/Conc 1050 5000-5999: Services And Other Operating Expenditures Supp/Conc 5640	2.8 Continued English Language Learner professional learning community of teachers and administration to best meet the needs of EL and redesignated EL students.	Continued English Language Learner professional learning community of teachers and administration to best meet the needs of EL and redesignated EL students. 1000-3000: Salaries & Benefits Supp/Conc 29641 4000-4999: Books And Supplies Supp/Conc 2225 5000-5999: Services And Other Operating Expenditures Supp/Conc 5640
Scope of Service Countywide		Scope of Service Countywide	
_ All ----- OR: <input checked="" 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)		_ All ----- OR: <input checked="" 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)	
2.9 Maintain the number of school sites offering tutoring for students.	Maintain the number of school sites offering tutoring for students. 1000-3000: Salaries & Benefits Base 51450 4000-4999: Books And Supplies Supp/Conc 7800 4000-4999: Books And Supplies Base 20000 5000-5999: Services And Other Operating Expenditures Supp/Conc 15015 5000-5999: Services And Other Operating Expenditures Base 40000	2.9 Maintained the number of school sites offering tutoring for students.	Maintained the number of school sites offering tutoring for students. 1000-3000: Salaries & Benefits Base 49634 4000-4999: Books And Supplies Supp/Conc 7800 4000-4999: Books And Supplies Base 20000 5000-5999: Services And Other Operating Expenditures Supp/Conc 15015 5000-5999: Services And Other Operating Expenditures Base 40000

<p>Scope of Service Countywide</p>		<p>Scope of Service Countywide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2.10 Evaluate current CAHSEE tutoring curriculum and strategies and develop plan for improvement of practice to address the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.</p>	<p>Evaluate current CAHSEE tutoring curriculum and strategies and develop plan for improvement of practice to address the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students. 1000-3000: Salaries & Benefits Supp/Conc 542906 4000-4999: Books And Supplies Supp/Conc 1575</p>	<p>2.10 Evaluated current CAHSEE tutoring curriculum and strategies and develop plan for improvement of practice to address the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.</p>	<p>Evaluated current CAHSEE tutoring curriculum and strategies and develop plan for improvement of practice to address the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students. 1000-3000: Salaries & Benefits Supp/Conc 545843 4000-4999: Books And Supplies Supp/Conc 1355</p>
<p>Scope of Service Countywide</p>		<p>Scope of Service Countywide</p>	
<p>____ All ----- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>____ All ----- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2.11 Improve outreach and advertising of the variety of SES tutoring/support services available to students by including a link on the webpage and regular newsletter and personal telephone outreach to increase the number of Foster Youth, Low Income,</p>	<p>Improve outreach and advertising of the variety of SES tutoring/support services available to students by including a link on the webpage and regular newsletter and personal telephone outreach to increase the number of Foster Youth, Low</p>	<p>2.11 Improved outreach and advertising of the variety of SES tutoring/support services available to students by including a link on the webpage and regular newsletter and personal telephone outreach to increase the number of Foster Youth, Low Income,</p>	<p>Improved outreach and advertising of the variety of SES tutoring/support services available to students by including a link on the webpage and regular newsletter and personal telephone outreach to increase the number of Foster Youth, Low Income,</p>

<p>English Learners and redesignated English Learner students taking advantage of these services.</p>	<p>Income, English Learners and redesignated English Learner students taking advantage of these services. 1000-3000: Salaries & Benefits Supp/Conc 30869</p> <p>4000-4999: Books And Supplies Supp/Conc 2500</p> <p>4000-4999: Books And Supplies Base 15000</p> <p>5000-5999: Services And Other Operating Expenditures Base 25760</p>	<p>English Learners and redesignated English Learner students taking advantage of these services.</p>	<p>English Learners and redesignated English Learner students taking advantage of these services. 1000-3000: Salaries & Benefits Supp/Conc 29780</p> <p>4000-4999: Books And Supplies Supp/Conc 2500</p> <p>4000-4999: Books And Supplies Base 15000</p> <p>5000-5999: Services And Other Operating Expenditures Base 25760</p>
<p>Scope of Service Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.12 Continue to monitor the Highly Qualified Teachers and appropriate placement of instructional staff.</p>	<p>Continue to monitor the Highly Qualified Teachers and appropriate placement of instructional staff. 1000-3000: Salaries & Benefits Base 6846362</p> <p>1000-3000: Salaries & Benefits Supp/Conc 1458452</p>	<p>2.12 HR Continued to monitor the Highly Qualified Teachers and appropriate placement of instructional staff. Cost included in Action #2.13</p>	<p>HR continued to monitor the Highly Qualified Teachers and appropriate placement of instructional staff. Cost included in action #2.13</p> <p>1000-3000: Salaries & Benefits Base 0</p> <p>1000-3000: Salaries & Benefits Supp/Conc 0</p>
<p>Scope of Service Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
2.13 Maintain standards based instructional materials and curriculum.		Standards based instructional materials and curriculum will be adopted. 1000-3000: Salaries & Benefits Base 482716 4000-4999: Books And Supplies Base 20000 5000-5999: Services And Other Operating Expenditures Base 23500	2.13 Maintained standards based instructional materials and curriculum and new curriculum will be adopted. Maintained standards based instructional materials and curriculum will be adopted. 1000-3000: Salaries & Benefits Base 5490752. 4000-4999: Books And Supplies Base 20000 5000-5999: Services And Other Operating Expenditures Base 23500 1000-3000: Salaries & Benefits Other 1627006
Scope of Service	All		
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		2.1 An additional voluntary professional development day was added for 16/17. 2.4 The name of the specific assessment tool will be deleted and acquiring a data management tool will be added to assist with that goal. 2.7 EL curriculum has been adopted and this action/service completed. 2.9 is redundant with 2.5 and mentions a specific vendor. 2.9 will be deleted. 2.10 CAHSEE has been suspended and there is no longer a need for specific CAHSEE tutoring. This will be deleted.	

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.

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 3 from prior year LCAP:	To improve our capacity for building and growing relationships between our program, students, parents and the community.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Average Parent/guardian/caregiver and student participation/attendance in School Site Council and DELAC will increase from 15 to 17. All school sites will host Back to School Nights and Open House. All school sites will host quarterly parent/teacher conferences. Community partners of service will be surveyed for input regarding improvement of service for students. All program-wide written and verbal communication to families will be translated into Spanish. COE programs serve a large unduplicated student population and efforts to seek parental involvement and feedback made is for all parents of enrolled students in all subgroups, including parents of unduplicated and exceptional needs students. Translators are provided as needed, and parents of exceptional needs students are encouraged to attend IEP meetings for their students.	Actual Annual Measurable Outcomes:	2014/2015 Average Parent/guardian/caregiver, and student participation/attendance in School Site Council and DELAC is 10. In 2014/2015 all school sites hosted a Back to School Nights and Open House. 2014/2015 All school sites hosted quarterly parent/teacher conferences that were offered in person or via phone call. The average parent/guardian attendance rate for Community Schools was 63% and 43% for Court Schools. 2014/2015 all program-wide written and verbal communication to families will be translated into Spanish. COE programs serve a large unduplicated student population and efforts to seek parental involvement and feedback made is for all parents of enrolled students in all subgroups, including parents of unduplicated and exceptional needs students. Translators are provided as needed, and parents of exceptional needs students are encouraged to attend IEP meetings for their students. Actions and services were deemed effective and will continue.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>3.1 Collaborate and jointly participate with San Joaquin County Probation, Child Abuse Prevention Council and San Joaquin Behavioral Health Services in professional development training regarding mental health and truancy.</p>	<p>Collaborate and jointly participate with San Joaquin County Probation, Child Abuse Prevention Council and San Joaquin Behavioral Health Services in professional development training regarding mental health and truancy. 1000-3000: Salaries & Benefits Base 197144</p> <p>1000-3000: Salaries & Benefits Supp/Conc 197144</p> <p>4000-4999: Books And Supplies Supp/Conc 2200</p> <p>4000-4999: Books And Supplies Base 2500</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 113700</p> <p>5000-5999: Services And Other Operating Expenditures Base 113700</p>	<p>3.1 Collaborated and jointly participated with San Joaquin County Probation, Child Abuse Prevention Council and San Joaquin Behavioral Health Services in professional development training regarding mental health and truancy.</p>	<p>Collaborate and jointly participate with San Joaquin County Probation, Child Abuse Prevention Council and San Joaquin Behavioral Health Services in professional development training regarding mental health and truancy. 1000-3000: Salaries & Benefits Base 197437</p> <p>1000-3000: Salaries & Benefits Supp/Conc 197437</p> <p>4000-4999: Books And Supplies Supp/Conc 2200</p> <p>4000-4999: Books And Supplies Base 2500</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 125000</p> <p>5000-5999: Services And Other Operating Expenditures Base 125000</p>
<p>Scope of Service Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.2 Using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day.</p>	<p>Using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day. 1000-3000: Salaries & Benefits Base 93635</p> <p>4000-4999: Books And Supplies Base 1000</p>	<p>3.2 Using the information from expelled student referrals, appropriate mental health supports and/or interventions were integrated into the school day.</p>	<p>Using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day. 1000-3000: Salaries & Benefits Base 90676</p> <p>4000-4999: Books And Supplies Base 1200</p>

<p>Scope of Service All</p>		<p>Scope of Service All</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>3.3 Student Leadership group established to create and facilitate quests and concept of one. activities.</p>	<p>Student Leadership group established to create and facilitate quests and concept of one. activities. 1000-3000: Salaries & Benefits Base 93635 4000-4999: Books And Supplies Base 42700 5000-5999: Services And Other Operating Expenditures Base 41700</p>	<p>3.3 Student Leadership group established to create and facilitate quests and concept of one. activities.</p>	<p>Student Leadership group established to create and facilitate quests and concept of one. activities. 1000-3000: Salaries & Benefits Base 90676 4000-4999: Books And Supplies Base 35265 5000-5999: Services And Other Operating Expenditures Base 38581</p>
<p>Scope of Service All</p>		<p>Scope of Service All</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>3.4 Expanding Parent Cafes with Child Abuse Prevention Council.</p>	<p>Expanding Parent Cafe's with Child Abuse Prevention Council. 1000-3000: Salaries & Benefits Base 93635 4000-4999: Books And Supplies Base 350</p>	<p>3.4 Expanded Parent Cafes with Child Abuse Prevention Council.</p>	<p>Expanding Parent Cafe's with Child Abuse Prevention Council. 1000-3000: Salaries & Benefits Base 93635 4000-4999: Books And Supplies Base 550</p>
<p>Scope of Service All</p>		<p>Scope of Service All</p>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.5 Formalize parent/student conference structure/process.</p>	<p>Formalize parent/student conference structure/process. 1000-3000: Salaries & Benefits Base 26698</p> <p>4000-4999: Books And Supplies Base 350</p>	<p>3.5 Formalized parent/student conference structure/process.</p>	<p>Formalize parent/student conference structure/process. 1000-3000: Salaries & Benefits Base 26403</p> <p>4000-4999: Books And Supplies Base 225</p>
<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.6 Community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.</p>	<p>Community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students. 1000-3000: Salaries & Benefits Supp/Conc 23313</p> <p>4000-4999: Books And Supplies Supp/Conc 979</p>	<p>3.6 Community partners of service were surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.</p>	<p>Community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students. 1000-3000: Salaries & Benefits Supp/Conc 23018</p> <p>4000-4999: Books And Supplies Supp/Conc 979</p>
<p>Scope of Service: Countywide</p>		<p>Scope of Service: Countywide</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.7 Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.</p>	<p>Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests. 1000-3000: Salaries & Benefits Supp/Conc 23711</p> <p>4000-4999: Books And Supplies Other 38000</p> <p>5000-5999: Services And Other Operating Expenditures Other 37085</p>	<p>3.7 Additional quest opportunities were created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.</p>	<p>Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests. 1000-3000: Salaries & Benefits Supp/Conc 23870</p> <p>4000-4999: Books And Supplies Other 35265</p> <p>5000-5999: Services And Other Operating Expenditures Other 38581</p>
<p>Scope of Service Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.8 Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.</p>	<p>Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community. 1000-3000: Salaries & Benefits Base 30854</p> <p>1000-3000: Salaries & Benefits Supp/Conc 30854</p>	<p>3.8 Concept of one. activities were integrated into program curriculum to build student capacity for maintaining relationships with others in the community.</p>	<p>Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community. 1000-3000: Salaries & Benefits Base 30922</p> <p>1000-3000: Salaries & Benefits Supp/Conc 30922</p>

	4000-4999: Books And Supplies Base 3060		4000-4999: Books And Supplies Base 3060
	4000-4999: Books And Supplies Supp/Conc 1100		4000-4999: Books And Supplies Supp/Conc 1100
Scope of Service Countywide		Scope of Service Countywide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.9 Parent/guardian/caregiver and student participation in School Site Council and DELAC will increase by 10% with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.	Parent/guardian/caregiver and student participation in School Site Council and DELAC will increase by 10% with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students. 1000-3000: Salaries & Benefits Base 31170 1000-3000: Salaries & Benefits Supp/Conc 31170 4000-4999: Books And Supplies Base 800 4000-4999: Books And Supplies Supp/Conc 200 5000-5999: Services And Other Operating Expenditures Base 300 5000-5999: Services And Other Operating Expenditures Supp/Conc 200	3.9 Parent/guardian/caregiver and student participation in School Site Council and DELAC increased by 10% with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.	Parent/guardian/caregiver and student participation in School Site Council and DELAC increased by 10% with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students. 1000-3000: Salaries & Benefits Base 31170 1000-3000: Salaries & Benefits Supp/Conc 31170 4000-4999: Books And Supplies Base 800 4000-4999: Books And Supplies Supp/Conc 200 5000-5999: Services And Other Operating Expenditures Base 300 5000-5999: Services And Other Operating Expenditures Supp/Conc 200
Scope of Service Countywide		Scope of Service Countywide	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.10 Invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach</p>	<p>Invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach 1000-3000: Salaries & Benefits Supp/Conc 3427</p> <p>4000-4999: Books And Supplies Supp/Conc 400</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 10000</p>	<p>3.10 Invited resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach</p>	<p>Invited resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach 1000-3000: Salaries & Benefits Supp/Conc 3427</p> <p>4000-4999: Books And Supplies Supp/Conc 400</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 10000</p>
<p>Scope of Service Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.11 Grow the Independent Learning Programs to more school sites to meet the unique needs of Foster Youth and Homeless students.</p>	<p>Grow the Independent Learning Programs to more school sites to meet the unique needs of Foster Youth and Homeless students. 1000-3000: Salaries & Benefits Supp/Conc 101255</p> <p>4000-4999: Books And Supplies</p>	<p>3.11 Grew the Independent Learning Programs to more school sites to meet the unique needs of Foster Youth and Homeless students.</p>	<p>Grew the Independent Learning Programs to more school sites to meet the unique needs of Foster Youth and Homeless students. 1000-3000: Salaries & Benefits Supp/Conc 101833</p> <p>4000-4999: Books And Supplies</p>

	Supp/Conc 25000 4000-4999: Books And Supplies Other 50000 5000-5999: Services And Other Operating Expenditures Other 960		Supp/Conc 23500 4000-4999: Books And Supplies Other 50000 5000-5999: Services And Other Operating Expenditures Other 960
Scope of Service Countywide <hr/> _ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All <hr/> _ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.12 Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.	Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students. 1000-3000: Salaries & Benefits Base 32628 1000-3000: Salaries & Benefits Supp/Conc 32627 4000-4999: Books And Supplies Base 2000 4000-4999: Books And Supplies Supp/Conc 1200 5000-5999: Services And Other Operating Expenditures Base 1000 5000-5999: Services And Other Operating Expenditures Supp/Conc 500	3.12 Continued to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.	Continued to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students. 1000-3000: Salaries & Benefits Base 32916 1000-3000: Salaries & Benefits Supp/Conc 32916 4000-4999: Books And Supplies Base 2000 4000-4999: Books And Supplies Supp/Conc 1200 5000-5999: Services And Other Operating Expenditures Base 1000 5000-5999: Services And Other Operating Expenditures Supp/Conc 500
Scope of Service All <hr/> _ All OR: _ Low Income pupils		Scope of Service All <hr/> _ All OR: _ Low Income pupils	

<p><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><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>3.13 Incorporate Migrant Education Representatives into our School Site Council Meetings and enrollment fairs.</p>	<p>Incorporate Migrant Education Representatives into our School Site Council Meetings and enrollment fairs. 1000-3000: Salaries & Benefits Base 1974 1000-3000: Salaries & Benefits Supp/Conc 1974 4000-4999: Books And Supplies Base 800 4000-4999: Books And Supplies Supp/Conc 200 5000-5999: Services And Other Operating Expenditures Base 750 5000-5999: Services And Other Operating Expenditures Supp/Conc 250</p>	<p>3.13 Incorporated Migrant Education Representatives into our School Site Council Meetings and enrollment fairs.</p>	<p>Incorporated Migrant Education Representatives into our School Site Council Meetings and enrollment fairs. 1000-3000: Salaries & Benefits Base 1985 1000-3000: Salaries & Benefits Supp/Conc 1985 4000-4999: Books And Supplies Base 300 4000-4999: Books And Supplies Supp/Conc 200 5000-5999: Services And Other Operating Expenditures Base 750 5000-5999: Services And Other Operating Expenditures Supp/Conc 250</p>
<p>Scope of Service Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Countywide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.14 All school sites will host a Back to School Night and Open House.</p>	<p>All school sites will host a Back to School Night and Open House. 4000-4999: Books And Supplies Base 3300</p>	<p>3.14 All school sites will hosted a Back to School Night and Open House.</p>	<p>All school sites hosted a Back to School Night and Open House. 4000-4999: Books And Supplies Base 3300</p>
<p>Scope of Service All</p>		<p>Scope of Service All</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	3.5 This action and service has been accomplished and will be removed. 3.13 Migrant Ed program staff is not available for this A/S so it will be removed.		

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>\$4,971,762</u>
<p>San Joaquin County Office of Education has enrollment of unduplicated pupils in excess of 88% of the County's total enrollment. Therefore, San Joaquin County Office of Education is countywide and may expend supplemental and concentration funds on a countywide basis. San Joaquin County Office of Education's Court and Community Schools Program is an alternative education program designed to meet the needs of the highest risk youth enrolled in San Joaquin County Schools.</p> <p>Due to the unique needs of the enrolled youth countywide, services will be increased to these students through an Intervention Administrator, Intervention Counselor and Intervention Support Staff with the focus of improving attendance by decreasing truancy. Services to students will also be increased by providing campus student monitors to improve safety and meeting individual students and staff needs, monitoring highly qualified teachers and appropriate placement, connecting targeted students with community resources, expanding agencies participating in truancy task force meetings, truancy sweeps and attendance intervention efforts, by increasing rigor and academic success along with building relationships with our students and their families and expanding one. STOP mental health services.</p> <p>LCAP services being provided on a countywide basis summarized above and previously described in detail in all other budgeted expenditures actions/services are countywide except for when the scope of services are identified as All, include the following: maintaining attendance leadership committee, implementing curriculum, improving our capacity for building and growing relationships between our program, students, parents, and the community, tutoring services, transitioning services, hosting Back to School Nights and an Open House at all sites, providing staff development for all staff, establishing student leadership groups to create and facilitate quests and the concept of one. activities, increasing services by expanding parent cafes with Child Abuse Prevention Council and expanding collaboration with neighboring counties to raise awareness for Foster Youth and Homeless students.</p> <p>Due to the high percentage of unduplicated students, all of our students needs benefit from the additional services provided to all students. All services provided countywide are principally directed towards and are effective in meeting the San Joaquin County Office of Education's goals for its unduplicated pupils in the state priorities because the services provided countywide were only provided because they were principally directed toward improving unduplicated student outcomes.</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.

20.2	%
9	

The services provided exclusively to unduplicated pupils and those services provided solely because they are principally directed toward unduplicated pupils, as described in section 2 and section 3A previously, meet the proportionally percentage above of increased services for unduplicated pupils above those provided to all pupils.

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).