

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Sacramento County Office of Education

Contact Name and Title

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Sacramento County Office of Education's (SCOE) student programs provide services to students who need more than a traditional school program can offer. We provide these services through our Court and Community Schools (CCS), Special Education (Special Ed) programs and schools, Foster Youth Services Coordinating Program (FYSCP), and Project Teach for homeless youth.

SCOE utilizes a variety of engagement strategies to gather input for the LCAP from students, parents and guardians, faculty and staff, community partners and our SCOE Board and management. Students at each site respond to online surveys and provide input through their school leadership programs. Parents and Guardians are engaged at back to school events, site councils, over the phone via our EL Parent Liaison and through verbal surveys and through online survey processes. We have direct dialogue with our employee associations regarding our LCAP and respond to all input provided by certificated and classified membership.

A Student Input Committee composed of SCOE Trustees, meets directly with students and gathers input via a structured focus group process and reports the qualitative data to the full board at a regularly scheduled meeting.

Due to the unique nature of El Centro Jr./Sr.High School within the Youth Detention Facility, SCOE collaborates with Probation to secure input from students, faculty and probation staff via online surveys, SCOE staff meets with parents within the Visitor Center and via paper surveys handed out by Probation

during visitation hours and through person to person conversations/surveys over the phone to parents by SCOE staff.

During the 2017-2018 school year in addition to in-person surveys and interviews, SCOE secured an all-time high of 409 completed surveys from students, parents, faculty and partners.

SCOE CCS Programs:

The SCOE CCS programs serve students who need supports not commonly found within traditional middle or high schools. SCOE is directly responsible for serving expelled youth and incarcerated youth. SCOE also provides a high quality alternative education to students and families seeking a smaller school environment through a district or probation referral. Our students are predominately low income and often have needs that extend beyond routine school services. We serve Foster Youth (FY), students who are experiencing homelessness or who are in temporary housing, and a growing population of English learners (ELs). Based on the number of ELs we serve in SCOE programs, in addition to active School Site Councils we have a District English Learner Advisory Committee. We actively engage and involve the families of our ELs by providing translation, interpreting, and provide an EL parent liaison as needed. In general, our students have a high rate of school mobility across all student subgroups. According to 2017-18 CALPADS reporting, our court school student average period of enrollment is 20 days and our community school student average period of enrollment is 65 school days.

As a result of high mobility rates within our schools, we do not have a four-year cohort; this makes it challenging to utilize standardized assessment systems or state-mandated Local Control and Accountability Plan (LCAP) metrics to measure academic progress. In order to measure the academic growth of our students without consistent standardized test scores, we utilize a Renaissance Learning (Ren Learn) reading and mathematics short cycle assessment tool. In addition, we continue to monitor school progress with a locally adopted Accountability System for Court and Community Schools that uses five indicators to measure the efficacy of our programs: Attendance, Reading Achievement, Math Achievement, Credit Completion, and Successful Transition.

In many cases, we do not offer programs that correspond to required LCAP metrics. For example, since we do not offer Advanced Placement courses, we will not include those metrics in our plan. We do, however, offer and report on UC a-g course completion via our online/in-class Odysseyware program, but do not have a large enough cohort sample size to report on the completion rate for UC a-g requirements. Also, we do not expel students from any of our school programs, so expulsion data is not included in our LCAP goals and metrics. Our students are involved in Career Technical Education (CTE), complete a comprehensive career interest survey, a career development plan and begin sequences of CTE programming. Our CTE goals begin with each student acquiring 21st Century Skills delineated by the Partnership for 21st Century Skills. We also offer accelerated and exploratory CTE programming through our online learning platform, Odysseyware, and through nonprofit partners, such as Northern California Construction and Training (NCCT), GreenTech, and Scholastic Journalism. Each of these programs are designed to support initial skill acquisition and transition to a post-secondary training program. In addition to our robust CTE model across our programs, we are implementing a comprehensive Work Experience Education (WEE) Course, approved by the California Department of Education.

SCOE is partnering with the Sacramento County Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates (CASA), and several

other non-profits to implement the Georgetown University Crossover Youth Practice Model (CYPM), which coordinates services to FY in the county who are in the child welfare system and are at a higher risk of crossing over to the juvenile justice system. SCOE's involvement in this process includes Special Ed, CCS, SCOE Legal Counsel, and Federal Title I coordination. The CYPM group has implemented services for three years and involves over 60 professionals that lead teams throughout the county.

SCOE Special Ed Programs:

The Special Ed Department provides services to students referred from local school districts. SCOE provides special day class programs on district and community sites for students with severe disabilities, 5-22 years of age, and students K-12 with emotional disturbance, as well as an inclusive preschool program in collaboration with local Head Start program sites. Special Ed services are also provided to students in SCOE CCS, two small districts within Sacramento County, Arcohe and Elverta, and students with developmental delays or disabilities, ages birth to three.

Students in Special Ed who are 3-22 years of age have an Individualized Education Program (IEP) plan that identifies student goals, objectives, assessment data, and transition plan, as well as the duration and frequency of services. These plans are reviewed annually, with a full assessment (triennial) every three years. Parents/guardians are important and valued members of the IEP team, and their input and insight is invaluable. As a part of their IEPs, many students participate in CTE courses and the Workability Program, as well as community-based learning opportunities that provide learning in inclusive settings for our students to engage with others in the community or school settings.

LCAP Highlights

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

- We implemented an Early College Model at El Centro Jr./Sr. High School (El Centro) in Summer 2017. The program has operated for three semesters.
- We partnered with Sacramento City College's Re-emerging Scholars program for post-incarcerated students transitioning into college.
- We established a system to transition El Centro graduates/college students into our Senior Extension program if they are released prior to completing their semester college course work.
- We started a two week bootcamp series with Folsom Lake College at El Centro.
- We continued to expand the Big Picture Learning (BPL) in El Centro, and the Senior Extension program at North Area Community School, building our capacity to provide real-world learning experiences through "Who Am I" exhibitions.
- Community School and Senior Extension students engaged in "The Sacramento Speaker Series".
- Professional learning has become the norm in our organization, and staff have established strong professional learning communities (PLCs).
- There is a shared decision making process within the PLCs, Sacramento County Office of Education Teacher's Association (SCOETA), and the Leadership Team to plan the use of professional learning time.
- Student Positive Transition Rates remain high - 99%
- The Senior Extension program increased by 75% to 285 students.
- The Court and Community Schools 4 graduation ceremonies to accommodate the increasing number of graduates.
- We registered eligible students to vote in all court and community school programs.

- Special Education staff was trained in the Sunday curriculum which focuses on teaching students with Dyslexia.
- Expanded opportunities for our students at Leo A. Palmiter High School in the areas of Culinary Arts and Horticulture by increasing the number of students enrolled in the programs.
- SCOE implemented pilots to increase student engagement by adding additional Art activities based upon the Board Student Input Committee suggestions. Initial activities included: B Street Theater workshops in the CARE programs, a “Reflections on Internment” art project with the Kennedy Gallery and El Centro court school students art projects on public display in the Juvenile Court building. We will continue to expand arts programming across the schools during the 2018-2019 school year. The Special Education Department did include Arts Integration in the LCAP as part of the professional development sequence and programming to students.

Review of Performance

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

Greatest Progress

- Transition rates continue to remain high, which means that students are successfully transitioning from our programs back to district, exiting our programs with a diploma or certificate of completion, or entering a post-secondary learning/career opportunity. In 2017-18, SCOE's overall Successful Transition Rate was 99%. This metric consists of multiple indicators to ensure services for all students are effectively coordinated with our partner agencies. Metric indicators include systematized validation of timely record transfers, HiSET passing rates, and the percentage of students earning a high school diploma. SCOE's Successful Transition Rate demonstrates our commitment to State Priority 9, Coordination of Instruction of Expelled Pupils, and Priority 10, Coordination of services for Foster Youth.
- Continue our emphasis on trauma training and trauma informed teaching practices, student engagement, tracking behavioral data more consistently, adjusting programming based on site and individual student needs, and utilizing a multi-tiered intervention system. We have also been working to develop alternatives to out-of-school suspensions and the suspensions for 48,900 violations (disruptive and defiant behavior).
- Utilizing our WASC Critical Areas of Need, staff continue to align instructional delivery across programs, and provide student-centered lessons eliciting critical thinking and student-led discussions.
- Staff training and implementation of Unique Curriculum continued in our programs for students with more severe special needs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received

a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

- Expand mental health services in our community school programs, specially in regards to bullying, trauma, suicide prevention, and LGBTQ student services
- Continue to focus on reading and math interventions
- Continue to focus on supporting English learners (EL) and establishing internal systems to reclassify students, including a process for EL students with special needs
- Increase family engagement opportunities especially for students in the Youth Detention Facility
- Continue to work on curriculum implementation and alignment, focusing on data-driven instruction and inclusive practices
- Increase student voice and civic engagement on all our campuses

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

Performance Gaps

Reading Achievement

- Implement two-week college readiness boot camps through a memorandum of understanding with Folsom Lake College
- Continue to provide evidence-based, bi-weekly professional learning sequences focusing on improving outcomes in reading
- Utilize data to inform instruction
- Expand partnerships with non-profit partners focusing on literacy, reading and writing
- Maintain ongoing dialogue with students regarding their Ren Learn reading scores and the importance of achievement in this area for long-term success

Math Achievement

- Implement two-week math college boot camps through a memorandum of understanding with Folsom Lake College
- Continue to provide evidence based, bi-weekly professional learning sequences focusing on improving outcomes in math
- Utilize data to inform instruction
- Expand partnerships with non-profit partners focusing on math applications
- Maintain ongoing dialogue with students regarding their Ren Learn math scores and the importance of achievement in this area for long-term success

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

Increased or Improved Services

1. Expand community college course offerings at El Centro Jr./Sr. High School (college readiness, math and English) through a memorandum of understanding with Los Rios Community College District
2. Begin a Culinary Arts pre-apprenticeship program at El Centro Jr./Sr. High School
3. Implement Sacramento Area Youth Speaks (SAYS) Project at El Centro through UC Davis
4. Implement a student voice and civic engagement model throughout all schools
5. Maintain contract with 916 Ink to increase services for low-income students, English learners, and Foster Youth at all school sites
6. Expand Big Picture Learning Model focusing on student-centered instruction throughout all school sites
7. Increase access for students to inclusive opportunities and practices

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$91,110,389

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

\$12,975,377

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

Total budgeted expenditures in the County Schools Service Fund (referred to as General Fund above) for 2018-19, are over \$91 million. Most of those expenditures are not included in the LCAP because funds are awarded to the county office through grants, fees, or contracts to perform very specific deliverables such as research, evaluation and assessment services, teacher induction, teacher and administrator credentialing programs, early learning programs, curriculum and instruction services, adult re-entry programs, special education programs to Sacramento County school districts, and the operation of a residential outdoor science camp. These are a sampling of the many programs and services we provide that are not available for redirection to LCAP services since the LCAP is defined as describing services to students in county-operated programs.

2018-19 SCOE LCFF revenues total approximately \$28 million, yet only approximately \$4 million is generated on a per ADA basis for court and community school student programs. The majority of the LCFF funds support district operations and mandated county operations which are not included in the LCAP because these funds are not available for county-operated student programs.

The 2018-19 LCAP describes actions and services totaling more than \$12.9 million. This amount exceeds the approximate \$4 million generated on a per ADA basis due to other funding sources such as grants, contracts, and fees obtained for the purpose of supporting county-operated student programs.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$28,111,542

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Attend School Regularly

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Overall School Attendance Rate increase from 82.0% to 83.0%

By subgroup:

Expelled Students' Attendance increase from 73.0% to 74.0%

Foster Youth Attendance increase from 83.54% to 85.0%

Chronically Absent Rate decrease from 30.67% to 29.0%

By subgroup:

Expelled Students' Chronically Absent Rate decrease from 80.0% to 79.0%

Foster Youth Chronically Absent Rate decrease from 22.75% to 21.0%

Overall School Attendance Rate decreased from 82.0% to 80.2%

By subgroup:

Expelled Students' Attendance increased from 73.0% to 73.98%

Foster Youth Attendance increased from 83.54% to 87.71%

Chronically Absent Rate increased from 30.67% to 43.92%

By subgroup:

Expelled Students' Chronically Absent Rate decreased from 80.0% to 75.86%

Foster Youth Chronically Absent Rate increased from 22.75% to 25.94%

Actions/Services

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

Action 1

Planned Actions/Services

Action: Community School Enrollment Center will review, refine and improve the implementation of Parent/Guardian Attendance Contracts.

1.1 Service: School Site Council reviewed and approved

Actual Actions/Services

We refined our attendance contracts with input from our SSC, staff, and Probation that reflected a more detailed outline of attendance expectations based on our metrics.

The contracts emphasize the importance of daily attendance

Budgeted Expenditures

\$5,078

LCFF \$3,004
LCFF \$1,474
LCFF \$600

OB 2XXX LCFF \$3,004
OB 3XXX LCFF \$1,474
OB 5XXX LCFF \$600

Estimated Actual Expenditures

\$7,092

LCFF \$3,116
LCFF \$1,504
LCFF \$2,472

OB 2XXX LCFF \$3,116
OB 3XXX LCFF \$1,504
OB 5XXX LCFF \$2,472

Planned Actions/Services

attendance contract design and monitored implementation plan. Principals will continue to ensure these plans are utilized effectively for families.

Actual Actions/Services

on positive outcomes for all students. The contracts include support information for families experiencing homelessness or other hardships, families having difficulty getting their child to school due to transportation or other factors, or families having any mental health concerns. All resources were linked to the direct contact information for our School Counselor and Transition Specialists (who referred 65 identified students and families at our CCS sites to mental health related services), Project Teach staff (who assisted 76 students and families with resources and provided 60 students with clothing and school supplies), Parent Liaison (who worked with 67 students and families through home visits, phone meetings and school visits, and EL Parent Liaison (worked with 45 families through interpreting during meetings, LCAP surveys, phone calls

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

home, and during registration) who are able to immediately assist families.

In 2018-19, Action 1.1 is combined with Actions 1.2, 1.3, 1.6, 1.7 and 1.9.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Develop effective ways to monitor student attendance.

1.2 A. Service: CCS and Special Ed programs notify parent when student is absent and continue to use an automated dialer system to support this process.

Parents/guardians of Community School students were notified via School Reach auto-caller system at 9:00 am each day if their student was not in school. We have realized that often parents/guardians were unaware that their student was not at school when the call arrived. This system has improved communication between school and parents/guardians, and increased student accountability.

\$5,173

LCFF Supp & Conc \$471
 LCFF Supp & Conc \$152
 LCFF \$1,000
 Spec Ed \$2,685
 Spec Ed \$865

OB 2XXX LCFF Supp & Conc \$471
 OB 3XXX LCFF Supp & Conc \$152
 OB 5XXX LCFF \$1,000
 OB 2XXX Spec Ed \$2,685
 OB 3XXX Spec Ed \$865

\$5,473

LCFF Supp & Conc \$490
 LCFF Supp & Conc \$153
 LCFF \$980
 Spec Ed \$2,841
 Spec Ed \$1,009

OB 2XXX LCFF Supp & Conc \$490
 OB 3XXX LCFF Supp & Conc \$153
 OB 5XXX LCFF \$980
 OB 2XXX Spec Ed \$2,841
 OB 3XXX Spec Ed \$1,009

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

Feedback from our parents/guardians via surveys conducted throughout the year, and at parental engagement events regarding auto-caller was positive. 100% of families surveyed replied that they received an automated call informing them when their child was not in school. Families expressed that they appreciated early notification when their child was not in school. Auto-caller has also enabled sites to quickly and consistently notify families of tardiness and absence and ensure students are where they are supposed to be during the school day.

At Leo A. Palmiter Jr./Sr. High School (Palmiter), the School Reach caller system has been in place again during the 2017-18 school year. Calls go out twice a day to communicate student absences with families. Families often respond to the calls and

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

appreciate the regular and consistent feedback related to their student's attendance. Additionally, the system is used to communicate information about upcoming events, and important information can be communicated quickly to families when needed. This has been one tool that has supported outreach efforts and family connections and has supported students who are chronically absent.

In addition to the automatic dialer system, teachers in special education programs are calling home and contacting families related to absences and working on individual plans to support increased attendance. If there are prolonged absences related to health concerns, SCOE nurses also become involved in this process. Home visits are conducted by some staff, and teams work to determine why

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

students are not attending school. This process continues to be reviewed by teams, and ways of supporting increased positive student attendance continue to be explored by site and regional teams.

In 2018-19, this action is merged into Action 1.1.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Improve attendance reporting by reviewing attendance policies with staff and parents/guardians.

1.3 Service: In CCS, students will create a "resource sheet" emphasizing the importance of attendance and wellness upon school success with our 916 Ink program. In Special Ed, there will be an emphasis on increasing

SCOE created billboard-like signage placed at bus kiosks, public places, and local neighborhoods stating that we have resources for students to reconnect with school. Also, staff consistently reviewed attendance information and policies with parents/guardians during our Back-to-School Luncheon, Open House and Student-led Conferences, enrollment, and IEP meetings,

\$ 4,739

LCFF \$1,502
 LCFF \$737
 LCFF \$500
 Spec Ed \$2,000

OB 2XXX LCFF \$1,502
 OB 3XXX LCFF \$737
 OB 5XXX LCFF \$500
 OB 5XXX Spec Ed \$2,000

\$ 7,750

LCFF \$1,558
 LCFF \$752
 LCFF \$2,438
 Spec Ed \$3,002

OB 2XXX LCFF \$1,558
 OB 3XXX LCFF \$752
 OB 5XXX LCFF \$2,438
 OB 5XXX Spec Ed \$3,002

Planned Actions/Services

attendance by students with medical needs.

Actual Actions/Services

and attendance packets were sent out over the summer. Sites created quarterly newsletters with information on compulsory attendance guidelines. The information was sent home in both Spanish and English.

Resource sheets were sent home at the beginning and end of each school year referencing resources for free and low cost medical and dental services, as well as agencies in the greater Sacramento area and district school sites that offered breakfast and lunch for children when school was not in session.

We held monthly Parent Nights at El Centro Jr./Sr. High School (in the Visitor's Center) to provide access to social services throughout Sacramento County. During these nights representatives from our school, probation, mental health agencies, Wellspring, faith-

Budgeted Expenditures**Estimated Actual Expenditures**

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

based organizations, substance abuse programs, and many other agencies set up tables and were available to provide access and support to our most at-risk families.

Students also have wellness goals as a part of their Student Success Plans (SSPs) and Individualized Learning Plans (ILPs) which include dates of their last physical, vision test, dental exam, and any mental health services or prenatal services received or needed. Through these plans, our Transition Specialists are able to identify students who need increased support in these areas. If the SSP/ILP shows that a student is not receiving preventative or ongoing health services, the Transition Specialist contacts the appropriate agency and arranges for an appointment and transportation to and from the

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

appointment as well as follow-up services as needed. Eight students were enrolled in WIC, 5 students received perinatal support, 25 students participated in ongoing trauma counseling, 10 students were referred to Cal Fresh, 103 students received Alcohol and Other Drugs counseling services, 3 families were enrolled in parenting classes, and 10 students were given resources for free prenatal care, vision, and dental during the 2017-18 school year.

Information continues to be sent home from the school nurse explaining to parents when to send children to school and when to keep them home with an illness (part of all Special Ed programs and posted in classrooms). This process continues to guide families in determining when it is appropriate to keep their child home with an illness. Nurses

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

and other staff members are also available to answer questions that arise.

Discussion takes place during IEPs if there was a problem related to attendance and what may be interfering. This happens in collaboration with local school district partners. Connections to resources and information is also provided to families to support attendance and areas that may impact attendance.

Detailed information and targeted support is provided for students and families who may be homeless or in temporary housing. We have noticed a reduction in the number of students on Home Hospital Instruction and more students being served in the classrooms. We are working with families to continue to build trust and positive relationships in order to increase student attendance and connection to school as well.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Nurses worked with families and as liaisons to support attendance and to better understand individual needs that might be interfering with attendance, and they developed individualized health care plans to address these needs.

In 2018-19, this action is merged into Action 1.1.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Coordinate with districts to utilize SARB process as appropriate.

1.4 Service: Schedule home visits and/or IEP meetings to address attendance concerns and/or send attendance letters home. Develop individual plans to address attendance concerns.

All programs also coordinated with Probation as part of the SARB and attendance improvement process, when appropriate. Community school site principals coordinated home visits with Probation staff to address attendance concerns of students with IEPs in our CCS programs. Senior Extension teachers also conducted home visits when students did not

\$2,199

Spec Ed \$1,032
Spec Ed \$332
Spec Ed \$835

OB 2XXX Spec Ed \$1,032
OB 3XXX Spec Ed \$332
Ob 5XXX Spec Ed \$835

\$2,383

Spec Ed \$1,137
Spec Ed \$403
Spec Ed \$843

OB 2XXX Spec Ed \$1,137
OB 3XXX Spec Ed \$403
Ob 5XXX Spec Ed \$843

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

have a way to attend school.

Special Ed staff coordinated with Alta Regional Center as part of the process, as appropriate. Home visits and/or IEP meetings took place to address attendance needs in an individualized way. Resources and supports were documented. Attendance letters were sent home when there was a concern. Social workers in districts supported attendance for individual students as well.

Teams will continue to coordinate and review current procedures related to the process of gathering appropriate information from medical professionals to determine when students who are medically fragile are able to safely return to school and make sure this is done in a timely manner.

In 2018-19, Action 1.4 will be

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

combined with Action 1.5 and renumbered as Action 1.2.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Implement check-in/check-out monitoring system for Special Ed programs.

1.5 Service: Students attend check-in/check-out and connect to mentors.

A Positive Behavior Interventions and Supports (PBIS) structure with a tiered system of support is in place at Palmiter. A leveled system is utilized to support students in reflecting on their behavior as well as the schoolwide behavior expectations. Students received acknowledgements when reaching certain levels during their daily school routines. Check-in/check-out was used at Palmiter to support students with more intensive needs based on data from Review 360 and attendance reports including office disciplinary referrals and based on individual needs. Eight students participated in the program out of approximately 80

\$26,350

Spec Ed \$22,500

Spec Ed \$3,750

Spec Ed \$100

OB 1XXX Spec Ed \$22,500

OB 3XXX Spec Ed \$3,750

OB 4XXX Spec Ed \$100

\$33,849

Spec Ed \$25,012

Spec Ed \$8,737

Spec Ed \$100

OB 1XXX Spec Ed \$25,012

OB 3XXX Spec Ed \$8,737

OB 4XXX Spec Ed \$100

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

per semester and were connected with mentors based on these data. Behavioral contracts were put into place as well.

Individualized plans were developed for other sites to connect with students and monitor attendance. This evidence-based strategy to support attendance, behavior, and student engagement as part of the Multi-tiered system of supports (MTSS) provides support to students with adults on campus other than their primary teachers. As a result of this process in Special Ed programs, we have continued to see improvements in behavior, student engagement, and attendance in our students who are at higher risk.

In 2018-19, this action is merged into Action 1.4 and renumbered as Action 1.2.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Offer engaging, meaningful curriculum, clubs, and activities as an incentive to attend school.

1.6 Service: Create incentives, acknowledgements, and activities that promote positive attendance.

Our Community School sites acknowledged students with daily attendance drawings for arriving on time, class participation, monthly awards ceremonies for “Perfect Attendance,” “Student of the Month,” “Most Improved,” and “Making the Investment” (for students showing additional efforts to be a model student, peer leader, or working towards achieving long-term goals), “Principal’s Honor Roll,” “Perfect Attendance,” and “Most Improved.” Also, all Community School sites hosted an Open House Luncheon in fall. These awards, events, and activities reinforced the importance of continuing this practice, and how recognizing the efforts of our students greatly impacts our outcomes in this area. Field trips

\$8,000

LCFF \$7,000
Spec Ed \$500
Spec Ed \$500

OB 4XXX LCFF \$7,000
OB 4XXX Spec Ed \$500
OB 5XXX Spec Ed \$500

\$3,755

LCFF \$3,755
Spec Ed \$0
Spec Ed \$0

OB 4XXX LCFF \$3,755
OB 4XXX Spec Ed \$0
OB 5XXX Spec Ed \$0

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

and in-school activities were sponsored by Probation, SCOE staff and Boys & Girls Club to create engaging campuses that promoted positive attendance. Our Community School students attended 38 field trips. They visited The Sacramento Bee, Capitol Public Radio, Aerospace Museum, and many more. Our CARE students attended 16 field trips to places such as Sly Park, Peak Adventures, B Street Theater, Crocker Art Museum, Capitol Public Radio, and Hacker Labs.

At Palmiter, the supports built into the PBIS framework have made a positive impact on individual student attendance, behavior, and connection to school. This is based on Review 360 data. See also information in 1.5 of the annual update. Incentives and activities were built in and are responsive to data and student needs.

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

Program administrators and staff continue to monitor student attendance. There has been more focused attention on students who are chronically absent and developing individualized plans to support their needs. There are quarterly attendance awards. Many students come to our programs with chronic attendance needs, and we see growth in this group of students once they come into our programs where their individual needs are addressed and relationships are made stronger with adults in the school. Moving forward, a process is being put in place to review data related to attendance to get a baseline as students enter the programs and review progress as they attend SCOE Special Ed programs.

In 2018-19, this action is merged into Action 1.1.

Action 7

Planned Actions/Services

Action: Improve Foster Youth Attendance.

1.7 Service: In CCS, we will continue to utilize the CYPM protocols to leverage resources in order to improve attendance for this subgroup. Continue to refine process for FYSCP collaboration with Probation to improve attendance.

Actual Actions/Services

We utilized the CYPM protocols to leverage resources in order to improve attendance for FY. Transition Specialists and site Principals partnered with Probation, the CYPM work group, and FYSCP to create a solid plan to increase FY attendance. This collaboration was effective, and data showed a increase in attendance rates for our FY by 4.17%.

We are aware of a need to increase services to ensure our FY are supported on and off campus. We will continue to utilize a multi-disciplinary team, coupled with our CYPM protocols, to make sure our FY are supported in and out of school.

In 2018-19, this action is merged into Action 1.1.

Budgeted Expenditures

\$109,501

Title ID \$38,016
Title ID \$19,115
CTEIG \$15,840
CTEIG \$7,965
College Readiness \$19,008
College Readiness \$9,557

OB 2XXX Title ID \$38,016
OB 3XXX Title ID \$19,115
OB 2XXX CTEIG \$15,840
OB 3XXX CTEIG \$7,965
OB 2XXX College Readiness \$19,008
OB 3XXX College Readiness \$9,557

Estimated Actual Expenditures

\$115,756

Title ID \$40,514
Title ID \$19,880
CTEIG \$16,881
CTEIG \$8,284
College Readiness \$20,257
College Readiness \$9,940

OB 2XXX Title ID \$40,514
OB 3XXX Title ID \$19,880
OB 2XXX CTEIG \$16,881
OB 3XXX CTEIG \$8,284
OB 2XXX College Readiness \$20,257
OB 3XXX College Readiness \$9,940

Action 8

Planned Actions/Services

Action: In CCS, Principals and Probation will collaborate with non-profit partners to expand existing services and provide the most effective during and after school programming designed to draw all students to school on a daily basis.

1.8 A. Service: Continue to utilize our data sharing agreement with Probation to inform SCOE and Probation regarding Youth Service Center effectiveness (.4 FTE of data research staff). Refine and plan programming based upon last year's analysis.

1.8 B. Service: Principals, Assistant Principals, and Director will coordinate school-based and community-based partners to ensure a high level of service and interventions principally directed at improving outcomes for our unduplicated students. (.5 FTE of

Actual Actions/Services

1.8 A. We will continue to utilize our data-sharing agreement with Probation to evaluate the efficacy of the Youth Service Center model.

1.8 B. Our Senior Extension program doubled in size during the 2017-18 school year. The program re-engages fifth year seniors and students whose complicated life situations impede their progress in school. In addition, our Court School has developed a system to identify students exiting El Centro Jr./Sr. High School and immediately link them with Senior Extension, or a Los Rios Community College District Liaison to ensure they are not at risk of dropping out.

1.8 C. Our non-profit partners provide exceptional programming to provide

Budgeted Expenditures

\$559,592

1.8 A.
LCFF Supp & Conc \$46,146
LCFF Supp & Conc \$16,596
CSAPA Local \$1,413
CSAPA Local \$457

1.8 B.
LCFF Supp & Conc \$61,949
LCFF Supp & Conc \$19,572

1.8 C.
Title IA \$40,000
Title ID \$49,230
LCFF S&C \$231,849
College Readiness \$16,500
CTEIG \$75,880

1.8 A.
OB 2XXX LCFF Supp & Conc \$46,146
OB 3XXX LCFF Supp & Conc \$16,596
OB 2XXX C-SAPA Local \$1,413
OB 3XXX C-SAPA Local \$457

1.8 B.
OB 1XXX LCFF Supp & Conc

Estimated Actual Expenditures

\$540,725

1.8 A.
LCFF Supp & Conc \$32,005
LCFF Supp & Conc \$11,503
LCFF Supp & Conc \$1,469
LCFF Supp & Conc \$459

1.8 B.
LCFF Supp & Conc \$65,082
LCFF Supp & Conc \$19,701

1.8 C.
Title IA \$88,230
Title ID \$33,500
LCFF Supp & Conc \$175,139
College Readiness \$16,500
CTEIG \$97,137

1.8 A.
OB 2XXX LCFF Supp & Conc \$32,005
OB 3XXX LCFF Supp & Conc \$11,503
OB 2XXX C-SAPA Local \$1,469
OB 3XXX C-SAPA Local \$459

1.8 B.
OB 1XXX LCFF Supp & Conc

Planned Actions/Services

3 principals and CCS director)
Principals will partner with Probation and CBOs to ensure we are providing the most effective and engaging services possible through during and after school programming to serve our Probation supervised students.
1.8 C. Service: Contract with the following nonprofit partners: Lights of Tomorrow, 916 Ink, Green Tech, Earth Mama, Scholastic Journalism, HAWK Institute, and NCCT to provide guest speakers, academic support career readiness/development/mentoring; literacy, research, and communication skills; and Construction training.

Actual Actions/Services

students with hands-on academic and career support, as well as experiential learning opportunities through Green Tech, NCCT, and Scholastic Journalism. Feedback at student events indicated that students enjoy interacting with our non-profit partners and would like to see an increase in our partnerships in the future to include work experience, apprenticeships, and on-the-job training opportunities.

In 2018-19, Action 1.8 is combined with Action 5.10 and renumbered as Action 1.3.

Budgeted Expenditures

\$61,949
OB 3XXX LCFF Supp & Conc \$19,572
1.8 C.
OB 5XXX Title IA \$40,000
OB 5XXX Title ID \$49,230
OB 5XXX LCFF S&C \$231,849
OB 5XXX College Readiness \$16,500
OB 5XXX CTEIG \$75,880

Estimated Actual Expenditures

\$65,082
OB 3XXX LCFF Supp & Conc \$19,701
1.8 C.
OB 5XXX Title IA \$88,230
OB 5XXX Title ID \$33,500
OB 5XXX LCFF Supp & Conc \$175,139
OB 5XXX College Readiness \$16,500
OB 5XXX CTEIG \$97,137

Action 9

Planned Actions/Services

Action: Plans to improve attendance for all students will be implemented.
1.9 A. Service: Translation of

Actual Actions/Services

1.9 A. We continue to contract with an EL Parent Liaison to provide interpreting services upon enrollment and at all

Budgeted Expenditures

\$283,733

1.9 A.
Title IA \$1,667

Estimated Actual Expenditures

\$257,824

1.9 A.
Title IA \$1,667

Planned Actions/Services

documents to ensure parents/guardians are informed about importance of attendance (1/3 of contracted translation services).

1.9 B. Service: Monthly bus passes are provided to all CS students to remove transportation barriers. Student data team will monitor reports and share attendance information in collaboration with EL Liaison (Annual cost of bus passes for all CS students).

1.9 C. Service: Specific plans to support attendance of EL students will be monitored and reviewed by Site Councils, DELAC, and collaborating partners based on attendance data.

1.9 D. Service: SCOE FYSCP provide local districts with data from the Foster Focus database and/or electronic dashboards with attendance alerts, to monitor the attendance of district Foster Youth.

Actual Actions/Services

parental engagement events; we have also added an additional contracted staff to translate all school-to-home communication and review existing documents for relevancy and content. All enrollment, attendance, engagement materials, and school-to-home documents have been translated into Spanish. In addition, annual notifications have been translated into Spanish and were given to families at the beginning of each school year, and resource materials were translated into Spanish to ensure our EL families have equal access. Our EL Parent Liaison supported 47 EL families through interpreting services during school events and meetings, LCAP surveys, phone calls home, and during registration. The EL families expressed that these services have enabled them to better support their student both in and out of

Budgeted Expenditures

Special Ed \$2,500
1.9 B.
LCFF Supp & Conc \$35,000
1.9 C.
LCFF Supp & Conc \$471
LCFF Supp & Conc \$152
1.9 D.
LCFF Supp & Conc \$36,000
Spec Ed \$250
1.9 E.
Foster Youth \$137,216
Foster Youth \$52,047
1.9 F.
Foster Youth \$12,197
Foster Youth \$4,626

1.9 A.
OB 5XXX Title IA \$1,667
OB 5XXX Special Ed \$2,500
1.9 B.
OB 5XXX LCFF Supp & Conc \$35,000
1.9 C.
OB 2XXX LCFF Supp & Conc \$471
OB 3XXX LCFF Supp & Conc \$152
1.9 D.

Estimated Actual Expenditures

Special Ed \$2,000
1.9 B.
LCFF Supp & Conc \$35,000
1.9 C.
LCFF Supp & Conc \$490
LCFF Supp & Conc \$153
1.9 D.
LCFF \$1,000
LCFF Supp & Conc \$36,000
Spec Ed \$250
1.9 E.
Foster Youth \$140,364
Foster Youth \$23,654
1.9 F.
Foster Youth \$12,477
Foster Youth \$4,769

1.9 A.
OB 5XXX Title IA \$1,667
OB 5XXX Special Ed \$2,000
1.9 B.
OB 5XXX LCFF Supp & Conc \$35,000
1.9 C.
OB 2XXX LCFF Supp & Conc \$490
OB 3XXX LCFF Supp & Conc \$153

Planned Actions/Services

1.9 E. Service: All students at ELH and Gerberwill be assigned to a LINKS mentoring group for additional attendance support. (Contract with SCOE Prevention and Student Services Department to provide student mentoring at two community school sites.)

Actual Actions/Services

school. Additionally, in Special Ed programs, interpreters were provided at IEPs, and individualized discussions took place related to attendance. IEPs and related information were translated for families after IEP meetings as needed. Information shared with families at the beginning of the school year is translated into Spanish as well as documents needed as the school year continues.

1.9 B. 67% of parents surveyed indicated that a lack of transportation continues to be a problem affecting their child's attendance. Sites provide approximately 120 Regional Transit bus stickers each month to reduce transportation barriers and improve student attendance, and 75 daily passes each month for family members to attend school events and meetings. Our EL Parent Liaison was available via phone, and

Budgeted Expenditures

OB 5XXX LCFF Supp & Conc \$36,000
 OB 5XXX Spec Ed \$250
 1.9 E.
 OB 2XXX Foster Youth \$137,216
 OB 3XXX Foster Youth \$52,047
 1.9 F.
 Foster Youth OB 2XXX \$12,197
 OB 3XXX Foster Youth \$4,626

Estimated Actual Expenditures

1.9 D.
 OB 5XXX LCFF \$1,000
 OB 5XXX LCFF Supp & Conc \$36,000
 OB 5XXX Spec Ed \$250
 1.9 E.
 OB 2XXX Foster Youth \$140,364
 OB 3XXX Foster Youth \$23,654
 1.9 F.
 OB 2XXX Foster Youth \$12,477
 OB 3XXX Foster Youth \$4,769

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

attended meetings and

1.9 C Attendance data was reviewed by SSC and our DELAC, and each group discussed ways to improve attendance through interpreting services, translation services, and ongoing communication with families. Our EL Parent Liaison was available to assist with interpreting services at our DELAC meetings. DELAC meetings were held in fall and spring and all EL families were invited. Lunch was provided, and families were given opportunities to provide feedback on the Single Plan for Student Achievement (SPSAs), LCAP, and parental engagement strategies. Our EL Parent Liaison called all EL families to invite them to participate in our DELAC. We have seen a 7% increase in parent participation over last year as a result of this consistent effort. Students

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

designated as RFEP (Reclassified Fluent English Proficient) were supported through Project Wisdom which is a daily announcement program promoting social skills and character education. Individual needs are also addressed taking into account any relevant RFEP needs. During the 2018-19 school year, we are planning to review our process for reclassification of English Learners with more severe or intensive needs.

1.9 D SCOE Foster Youth Services (FYS) supported districts in providing direct services to their FY. This enabled districts who have greater contact with FY in their schools to directly support and monitor these students to ensure they are receiving the services they need. FYSCP used their funding to build the capacity of districts, the courts,

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

and Child Protective Services (CPS), to provide more comprehensive supports to FY residing in each district.

1.9 E. All interested FY at ELH were assigned to a LINKS mentoring group to provide additional support and reinforce the importance of attendance and its impact on success in school.

In 2018-19, this action is merged into Action 1.1.

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, the actions and services were implemented in order to support an increase in attendance for all students and subgroups. As the student population changes, we continue to review data at the program, classroom and student levels to support individual needs and increase attendance , reduce chronic absenteeism and individualize support through attendance contracts, connect with appropriate resources, and utilize evidence-based strategies to address individual needs. The students who are attending the CCS and special education programs are entering with significant attendance needs and, we are looking closely at what will support those needs.

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

Overall, we have seen a greater number of families contacting the school for support using the support systems within our attendance contracts. Our School Counselor, Project Teach staff, Parent Liaison, and EL Parent Liaison reported that families referenced the attendance flyer when calling regarding support services. We will continue to use this contract with increased services in the 2018-19 school year.

We expanded the role of a non-profit partner, Earth Mama, to serve as a Parent Liaison focusing solely on supporting families in engaging more in the student attendance through home visits, providing intensive support to parents and families, and developing stronger relationships between probation and school staff.

Extreme growth in Senior Extension reduced the SCOE "average attendance across all programs" to approximately 80%. We will implement several strategies to increase the attendance percentages within the Senior Extension program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 budgeted \$5,078 - actual \$7,092: Due to a decline in our attendance rate we spent more staff time, and incurred more printing costs to reach out to families to support them in getting their child(ren) to school each day.

1.3 budgeted \$4,739 - actual \$7,750: Costs were higher in this area due to the signage at bus kiosks and public places emphasizing SCOE as a resource for students who were struggling.

1.5 budgeted \$26,350 - actual \$33,849: The increase amount spent in this area was due to a 4% increase in salary and new staff who began higher on the salary scale.

1.6 budgeted \$8,000 - actual \$3,755: Our SCOE Probation partners paid for parental involvement events and field trips this year, so we did not need to utilize all the funds in this year.

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

Action 1.1 – Combined with Actions 1.2, 1.3, 1.6, 1.7 and 1.9

Action 1.4 – Combined with Action 1.5 and renumbered as Action 1.2

Action 1.8 – Combined with Action 5.10 and renumbered as Action 1.3

The 2018-19 and 2019-20 Goals, Actions, and Services section reflects the revised descriptions and combined budgeted expenses.

Metrics:

Attendance Rate and Chronically Absent Rate were modified. The expelled student subgroup is no longer reported separately as the majority of our students in our CCS are expelled students and are counted in the overall rates.

Metric targets in 2018-19 and 2019-20 were revised to align with the decreased Attendance Rate and increased Chronically Absent Rate in 2017-18.

Goal 2

Graduate from High School with Diploma or Equivalency

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 9, 10

Local Priorities:

Annual Measurable Outcomes

Expected

Successful Transition Rate increase from 98.4% to 100%
By subgroup:
Expelled Students: increase from 94.5% to 95.5%
Foster Youth: increase from 99.3% to 100%

Middle School Dropout Rate: 0%

High School Dropout Rate: decrease from 2.43% to 1.43%

Actual

Successful Transition Rate increased from 98.4% to 98.62%
By subgroup:
Expelled Students: increased from 94.5% to 97.30%
Foster Youth: decreased from 99.3% to 98.68%

Middle School Dropout Rate: 0%

High School Dropout Rate: decreased from 2.43% to 1.38%

Expected

Local High School Graduation Rate per Unduplicated Student: increase from 4.1% to 5.0%

Local HiSET Passing Rate per Unduplicated Student: increase from 82.7% to 83.7%

English Learner Reclassification Rate (RFEP): increase from 0% to 1.0%

English learners meeting ELPAC criterion: New baseline in 17-18

Actual

Local High School Graduation Rate per Unduplicated Student: increased from 4.1% to 5.04%

Local HiSET Passing Rate per Unduplicated Student: decreased from 82.7% to 81.0%

English Learner Reclassification Rate (RFEP): increased from 0% to 1.0%

English learners meeting ELPAC criterion: New baseline to be set in Summer 2018

Actions/Services

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

Action 1

Planned Actions/Services

Action: CCS/Special Ed Faculty will participate in professional learning sequences (ELA/ELD and math) and guidelines for

Actual Actions/Services

100% of CCS and Special Ed faculty participated in bi-weekly professional learning sequences aligned with CSS and the

Budgeted Expenditures

\$51,595
Educator Effectiveness \$21,000
Spec Ed \$18,250

Estimated Actual Expenditures

\$40,048
Educator Effectiveness \$8,149
Spec Ed \$19,180

Planned Actions/Services

implementing the CSS, and utilizing multi-tiered system of support to increase student academic performance.

2.1 Service: All CCS and Special Ed faculty will participate in CSS and professional learning sequences aligned with Universal Design for Learning principles.

- Improve Student Success Plan (SSP) and Individualized Learning Plan (ILP) process for all students.
- Implement CSS training and instruction, services and programs aligned with the Universal Design for Learning including Unique Curriculum for students with more significant needs, and refine and review implementation.

Actual Actions/Services

Universal Design for Learning principles. A multi-tiered system of supports was utilized to further support our students needing differentiated instruction and intensive intervention.

Special Ed staff participated in professional learning sequences related to Unique Curriculum; PBIS (Positive Behavioral Interventions and Supports); training related to engagement through music and the arts; Common Core State Standards Training (3 years of training and coaching for staff in ELA and 2 years of training and coaching for Math); The Organized Binder training; MOVE (Movement Opportunities Via Education); transition planning training; supporting mental health needs training; supporting students with more challenging behaviors training, etc. A rubric was developed to create a systematic way of monitoring

Budgeted Expenditures

Spec Ed \$5,100
Spec Ed \$245 (Reliance Communications)
Spec Ed \$7,000

OB 5XXX Educator Effectiveness \$21,000
OB 1XXX Special Ed \$18,250
OB 3XXX Special Ed \$5,100
OB 5XXX Special Ed \$245 (Reliance Communications)
OB 5XXX Spec Ed \$7,000

Estimated Actual Expenditures

Spec Ed \$5,420
Spec Ed \$299 (Reliance Communications)
Spec Ed \$7,000

OB 5XXX Educator Effectiveness \$8,149
OB 1XXX Special Ed \$19,180
OB 3XXX Special Ed \$5,420
OB 5XXX Special Ed \$299 (Reliance Communications)
OB 5XXX Spec Ed \$7,000

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

implementation and has been utilized during classroom walkthroughs. This allows for timely feedback to be provided to teachers related to the implementation of ELA and Math Common Core related curriculum and standards-based instruction.

The programs that serve students with more severe needs are implementing the Unique Curriculum which allows children with more significant needs access to relevant, common core related instruction utilizing technology and individualized instruction related to the needs of the students at all grade levels. Ongoing training of staff and continued roll-out has taken place. This work will continue to be implemented in a more robust way next year and in future years.

In 2018-19, Action 2.1 is

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

combined with Actions 3.1 and 3.15.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Improve SSP and ILP process for all students.

2.2 A. Service: All youth will create an SSP or ILP within the first week of enrollment with Teacher and Transition Specialist assistance. Students will have an in-depth understanding of their academic progress, transcripts, and pathways to graduation.

2.2 B. Service: All youth will lead a student conference with parent/guardian or conference surrogate on a semester basis to review SSP progress.

2.2 C. Service: Teachers will serve in an additional advisory capacity working with students on decision making, transcript analysis, and review goal setting,

2.2 A. 100% students in our CCS programs completed an SSP or ILP within the first week of enrollment. This process is one of our proudest accomplishments as it enables staff to sit with a student 1:1 and develop a success plan for their future.

In the Special Ed Programs student-centered planning strategies and student-led IEPs took place, and there was increased student and family connection and engagement in the meetings. This work is continuing.

Student IEPs, SSPs, and course enrollment plans were developed to ensure equity, course access, and progress toward graduation

\$958,040

2.2 A.

Title ID \$65,757

Title ID \$33,064

LCFF Supp & Conc \$36,249

LCFF Supp & Conc \$10,974

Spec Ed \$109,800

Spec Ed \$33,500

2.2 B.

LCFF \$1,500

2.2 C.

LCFF Supp & Conc \$135,072

LCFF Supp & Conc \$46,369

2.2. D.

LCFF Supp & Conc \$290,702

LCFF Supp & Conc \$98,185

Title IA \$72,676

Title IA \$24,192

2.2 A.

\$961,160

2.2 A.

Title ID \$69,887

Title ID \$34,294

LCFF Supp & Conc \$38,354

LCFF Supp & Conc \$11,097

Spec Ed \$109,833

Spec Ed \$33,884

2.2 B.

LCFF \$0

2.2 C.

LCFF Supp & Conc \$129,427

LCFF Supp & Conc \$42,024

2.2. D.

LCFF Supp & Conc \$275,389

LCFF Supp & Conc \$92,270

Title IA \$93,738

Title IA \$30,963

2.2 A.

Planned Actions/Services

and continuous daily student-led conversations regarding these areas. (1.5 FTE CCS teacher salaries to provide an additional period of intervention for CCS students)

2.2. D Service: Increased staff support to provide instruction aligned to Universal Design for Learning principles, and additional supports and services to high-risk unduplicated students within the court school. (3.2 FTE court school teacher salaries)

Actual Actions/Services

or achievement of program completion.

2.2 B. Principals reported that 98% of students in our Community Schools participated in a student-led conference with a parent/guardian or surrogate. This process has grown each year, and is expanding to our Court School in the 2018-19 school year.

2.2 C. We increased our intervention period in ELA and math in our CCS, to ensure teachers had ample time to work with students on increasing reading and math levels, as well as in an advisory capacity, to ensure students were enrolled in courses to meet their individual needs.

2.2 D. We utilized a portion of our Title IA funds to increase intervention periods during the school day to support Universal Design for Learning principles. We added an additional intervention period for all

Budgeted Expenditures

OB 2XXX Title ID \$65,757
 OB 3XXX Title ID \$33,064
 OB 1XXX LCFF Supp & Conc \$36,249
 OB 3XXX LCFF Supp & Conc \$10,974
 OB 1XXX Spec Ed \$109,800
 OB 3XXX Spec Ed \$33,500
 2.2 B.
 OB 5XXX LCFF \$1,500
 2.2 C.
 OB 1XXX LCFF Supp & Conc \$135,072
 OB 3XXX LCFF Supp & Conc \$46,369
 2.2. D. OB 1XXX LCFF Supp & Conc \$290,702
 OB 3XXX LCFF Supp & Conc \$98,185
 OB 1XXX Title IA \$72,676
 OB 3XXX Title IA \$24,192

Estimated Actual Expenditures

OB 2XXX Title ID \$69,887
 OB 3XXX Title ID \$34,294
 OB 1XXX LCFF Supp & Conc \$38,354
 OB 3XXX LCFF Supp & Conc \$11,097
 OB 1XXX Spec Ed \$109,833
 OB 3XXX Spec Ed \$33,884
 2.2 B.
 OB 5XXX LCFF \$0
 2.2 C.
 OB 1XXX LCFF Supp & Conc \$129,427
 OB 3XXX LCFF Supp & Conc \$42,024
 2.2. D. OB 1XXX LCFF Supp & Conc \$275,389
 OB 3XXX LCFF Supp & Conc \$92,270
 OB 1XXX Title IA \$93,738
 OB 3XXX Title IA \$30,963

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

teachers in our CCS, to ensure our high-risk students are receiving the supports they need to thrive.

In 2018-19, Action 2.2 is combined with Actions 2.5 and 2.6.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Create student and parent focus groups to provide input and feedback on LCAP development, program strengths, and areas for improvement.

2.3 Service: Provide information about options for graduation (CHSPE, HiSET), conduct parent meetings, and provide feedback to improve student outcomes. Conduct student meetings to discuss this information as well.

2.3 Our CCS host parent meetings each semester and parents/guardians are invited and encouraged to attend. During these meetings parents/guardians are given an opportunity to provide input into the SPSA and LCAP. We serve meals at these events using Title I Parental Involvement funds, and Principals reported that there has been a 25% increase in attendance during these events. Information was gathered from students and

\$9,250
Spec Ed \$250
LCFF \$9,000

OB 5XXX Spec Ed \$250
OB 5XXX LCFF \$9,000

\$20,763

Spec Ed \$250
LCFF \$1,727
CSAPA \$1,286
CSAPA \$17,500

OB 5XXX Spec Ed \$250
OB 5XXX LCFF \$1,727
OB 4XXX CSAPA \$1,286
OB 5XXX CSAPA \$17,500

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

families at parent visits, at Open House, focus groups, an annual Board meeting that took place at Palmiter, and during IEP meetings. Options related to graduation were shared during IEP meetings and other parent meetings that took place during the school year. Students have regular opportunities to access their transcripts and engage in their academic planning process. Staff continue to work with students to track their credits, and develop plans focused on goal setting and progress toward graduation or completion.

In Special Ed, when new students are entering the program, there is an orientation and family tour. Standards and expectations are discussed, and within 30 days a meeting is held to discuss how the student and family are transitioning. Sites conduct School Site Council

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

(SSC) meetings and DELAC meetings to gather family and stakeholder feedback. Efforts are in place to gather more feedback from students in the process of improving programs and practices, as appropriate, through surveys and focus groups.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.4
Student Information System department staff meet each semester to continuously improve the consistency and efficiency of the transcript request process for students in CCS and Special Ed schools.
(.15 FTE of student information system staff salaries).

Our Student Information Services (SIS) department meets formally with our Registrar once per semester to evaluate our transcript request process. These meetings are crucial because they give both departments a chance to reflect on current practices and collaborate on streamlining the request process in the future.

Information related was made available through the Special

\$11,885

LCFF Supp & Conc \$7,412
LCFF Supp & Conc \$3,163
Spec Ed \$850
Spec Ed \$360
Spec Ed \$100

OB 2XXX LCFF Supp & Conc \$7,412
OB 3XXX LCFF Supp & Conc \$3,163
OB 2XXX Spec Ed \$850
OB 3XXX Spec Ed \$360

\$11,939

LCFF Supp & Conc \$7,466
LCFF Supp & Conc \$3,166
Spec Ed \$852
Spec Ed \$330
Spec Ed \$125

OB 2XXX LCFF Supp & Conc \$7,466
OB 3XXX LCFF Supp & Conc \$3,166
OB 2XXX Spec Ed \$852
OB 3XXX Spec Ed \$330

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Education Information System (SEIS). This is an ongoing process of information sharing and communication with students' school districts of residence. Transcript reviews took place at the beginning of the school year, during the enrollment/referral process, at the end of the school year, and annually at the IEP meeting. Special Ed staff met with seniors monthly to review transcripts and make sure students continued to make progress with their credits. In some programs, a senior transition class was in place with activities to build skills to support graduation and transitions.

OB 5XXX Spec Ed \$100

OB 5XXX Spec Ed \$125

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: All Foster Youth will create and utilize SSPs or ILPs (in collaboration with IEP for Spec

2.5 A. Community School Principals reported that 95% of Foster Youth enrolled at their

\$27,630

\$28,393

2.5 A.

2.5 A.

Planned Actions/Services

Ed) with assistance from a Transition Specialist or FYSCP.

2.5 A. Service: All Foster Youth will conduct a student-led conference with foster parent/guardian on a semester basis to review SSP progress. Special Ed annual IEP review of progress.

2.5 B. Service: The ICM will work with Foster Youth in SCOE schools to retrieve transcripts, conduct a transcript analysis, offer credit recovery assistance, conduct a reduced graduation eligibility requirement, update records in Foster Focus, and conduct follow-up to ensure youth who haven't graduated enroll in school upon leaving a SCOE school.

2.5 C. Service: The ICM will provide support services, AB 167 reviews, and proactive monitoring so all Foster Youth can meet their SSP goals. Staff will align services by utilizing the CYPM

Actual Actions/Services

sites conducted a student-led conference. Not all Foster Youth parents/guardians were able to attend the student-led conferences.

2.5 B. ICMs worked with local district HS to form an academic support team to create an Education Plan: monitor grades, attendance, behavior, a-g course completion, transcript analysis, credit recovery assistance, and AB 167 verification.

ICMs worked with 100% of SCOE Foster Youth to complete a transcript evaluation, graduation plan, attendance and behavior goals (if applicable), a credit recovery goal sheet, and AB 167 verification (if applicable) upon entry to CCS to ensure students were enrolled in courses that met graduation requirements.

2.5 C. FYS utilized Foster Focus

Budgeted Expenditures

Title ID \$1,027

Title ID \$517

2.5 B.

Foster Youth \$15,246

Foster Youth \$5,783

2.5 C.

Title ID \$1,027

Title ID \$517

Foster Youth \$2,570

Foster Youth \$934

2.5 A.

OB 2XXX Title ID \$1,027

OB 3XXX Title ID \$517

2.5 B.

OB 2XXX Foster Youth \$15,246

OB 3XXX Foster Youth \$5,783

2.5 C.

OB 2XXX Title ID \$1,027

OB 3XXX Title ID \$517

OB 2XXX Foster Youth \$2,579

OB 3XXX Foster Youth \$934

Estimated Actual Expenditures

Title ID \$1,095

Title ID \$537

2.5 B.

Foster Youth \$15,596

Foster Youth \$5,962

2.5 C.

Title ID \$1,095

Title ID \$537

Foster Youth \$2,616

Foster Youth \$958

2.5 A.

OB 2XXX Title ID \$1,095

OB 3XXX Title ID \$537

2.5 B.

OB 2XXX Foster Youth \$15,596

OB 3XXX Foster Youth \$5,962

2.5 C.

OB 2XXX Title ID \$1,095

OB 3XXX Title ID \$537

OB 2XXX Foster Youth \$2,616

OB 3XXX Foster Youth \$958

Planned Actions/Services

Network to support Foster Youth graduation and developing a list of local district Foster Youth liaisons, agency contacts, and available training to assist in supporting countywide efforts.

Actual Actions/Services

to implement support services for 100% of SCOE Foster Youth on their caseload.
 We worked closely with CYPM agencies (Probation, Child Welfare, the Juvenile Courts, and Mental Health agencies). Each team met quarterly to share data, coordinate instruction, and expand services for our unduplicated students. This collaborative effort has given us great insight on how to tailor our curriculum, programming, and course sequences to fit the diverse needs of students in jeopardy of crossing over into the juvenile justice system.

 In 2018-19, this action is merged into Action 2.2.

Budgeted Expenditures

Estimated Actual Expenditures

Action 6

Planned Actions/Services

Action: Increase understanding of

Actual Actions/Services

2.6 A. Principals reviewed all

Budgeted Expenditures

\$51,659

Estimated Actual Expenditures

\$51,479

Planned Actions/Services

HS Graduation requirements, and options to earn CHSPE and HiSET for all students and parents/guardians.

2.6 A. Service: Principals will implement interventions based on analysis of EL data customized for each student (.15 FTE principal salaries). Revise and refine EL intervention strategies focused on designated and integrated ELD Instruction utilizing the ELA/ELD Framework.

2.6 B. Service: EL students and parents/guardians will receive interpreting services and translated documents if necessary to ensure understanding of graduation requirements and CHSPE and HiSET options.

(1/3 contracted translation services)

2.6 C. Service: SCOE FYSCP will host Higher Education Collaborative (HEC) meetings for representatives of area

Actual Actions/Services

English Learner grades, interventions, and Ren Learn data with staff to provide resources and then implemented interventions for EL students. Based on this data we were able to further individualize instruction and improve outcomes for this subgroup.

2.6 B. During the 2017-18 school year we expanded the role of our EL Liaison to include 1:1

services for several incarcerated youth who were Spanish speaking. In addition, our EL Liaison attended monthly parent nights at our Court School, continued to provide interpreting services to all EL parents/guardians to ensure understanding of IEPs, graduation requirements, CHSPE, and HiSET. The EL Liaison was available at all parental engagement events, DELAC meetings, and as needed to ensure our EL parents/guardians were

Budgeted Expenditures

2.6 A.
LCFF Supp & Conc \$18,806
LCFF Supp & Conc \$5,657

2.6 B.
Title IA \$1,667
Spec Ed \$2,000

2.6 C.
Foster Youth \$15,246
Foster Youth \$5,783
Spec Ed \$2,500

2.6 A.
OB 1XXX LCFF Supp & Conc \$18,806
OB 3XXX LCFF Supp & Conc \$5,657

2.6 B.
OB 5XXX Title IA \$1,667
OB 5XXX Spec Ed \$2,000

2.6 C.
OB 2XXX Foster Youth \$15,246
OB 3XXX Foster Youth \$5,783
OB 5XXX Spec Ed \$2,500

Estimated Actual Expenditures

2.6 A.
LCFF Supp & Conc \$20,050
LCFF Supp & Conc \$5,704

2.6 B.
Title IA \$1,667
Spec Ed \$0

2.6 C.
Foster Youth \$15,596
Foster Youth \$5,962
Spec Ed \$2,500

2.6 A.
OB 1XXX LCFF Supp & Conc \$20,050
OB 3XXX LCFF Supp & Conc \$5,704

2.6 B.
OB 5XXX Title IA \$1,667
OB 5XXX Spec Ed \$0

2.6 C.
OB 2XXX Foster Youth \$15,596
OB 3XXX Foster Youth \$5,962
OB 5XXX Spec Ed \$2,500

Planned Actions/Services

colleges, community colleges, district Foster Youth liaisons, Foster Youth Ambassadors, AB 12 social workers, and Probation on a quarterly basis with a goal of ensuring that post-high school networks are in place and known to Foster Youth.

Actual Actions/Services

informed on the HiSET, AB 167, AB 2306, and AB 1806, and transcript evaluations.
 2.6 C. Case managers completed college/career option interviews and surveys with all Foster Youth on caseload; school site guidance counselors arranged tours of local community colleges to further explore post-secondary options for Foster Youth. FYS worked to ensure that an AB 12 post-high school academic support network was in place and this interaction was tracked in Foster Focus.

 In 2018-19, this action is merged into Action 2.2.

Budgeted Expenditures

Estimated Actual Expenditures

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.7 Implement Renaissance Learning short cycle assessment and utilize data to measure growth or areas of need in math and reading for all CCS students.

We successfully implemented Renaissance Learning 45 short cycle assessments, administered at 45-day intervals. Teachers reported that because the assessments aligned to the materials being studied in ELA and Accelerated reading and math, the students were more engaged in the test. Each site increased by 1% to 5%, or 5% or greater in reading and math, and we will continue to focus on improved outcomes in these areas.

In 2018-19, this action is renumbered as Action 2.5.

\$10,059

Title ID \$1,370
Title ID \$689
Title IA \$8,000

OB 2XXX Title ID \$1,370
OB 3XXX Title ID \$689
OB 5XXX Title IA \$8,000

\$24,463

Title ID \$1,460
Title ID \$716
Title IA \$22,287

OB 2XXX Title ID \$1,460
OB 3XXX Title ID \$716
OB 5XXX Title IA \$22,287

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

During the 2017-18 school year, we continued to work with our students to develop strong Student Success Plans (SSP): which include 4-year plans, ILPs, IEPs, and transition plans to support student graduation from high school with a diploma or equivalency. In the 2017-18 school year, we added additional transition specialists to staff each site with two. We have increased our intervention periods during the school day to support Universal Design for Learning (UDL) principles. We have added an additional intervention period for all CCS teachers. We have continued to implement meaningful professional learning sequences aligned with CCSS for all CCS and special education staff in addition to MTSS. Our HiSET passing rate decreased slightly this year by 1.7%. While our high school graduation rate increased by 0.94%.

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

Our transition rate across all programs increased slightly overall (.22 %), but we did see a slight decrease in successful transitions for foster youth. Our middle school drop-out rate remains at 0%. Our high school drop-out rate decreased by 1.05%. We are continuing to increase our review of data at the student, school, and program level to support individual student progress toward diploma attainment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 budgeted \$51,595 – actual \$40,048: Fewer teachers participated than originally anticipated.

2.3 budgeted \$9,250 - actual \$20,763: We spent more money on contracted services due to eight graduation ceremonies rather than two at our Community Schools and Court School.

2.7 budgeted \$10,059 – actual \$24,463: We increased our number of computer licenses for Renaissance Learning ELA/math to accommodate our students in need of reading and math interventions due to growth in enrollment in the Senior Extension programs.

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

Action 2.1 – Combined with Actions 3.1 and 3.15

Action 2.2 – Combined with Actions 2.5 and 2.6

Action 2.7 – Renumbered as Action 2.5

The 2018-19 and 2019-20 Goals, Actions, and Services section reflects the revised descriptions and combined budgeted expenses.

Metric: Successful Transition Rate was revised. The expelled student subgroup is no longer reported separately as the majority of our students in our CCS are expelled students and are counted in the overall rates.

Goal 3

Prepare for College and Careers

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Ren Learn Reading: Improve 0.1% grade level per month
Court Schools: Increase from 48.3% to 49.3%
Community Schools: Increase from 50.6% to 51.6%

Ren Learn Math:
Improve 0.1% grade level per month
Court Schools: Increase from 47.6% to 48.6%
Community Schools: Increase from 47.1% to 48.1%

Actual

Ren Learn Reading: Improve 0.1% grade level per month
Court Schools: Increased from 48.3% to 54.1%
Community Schools: Remained at 50.6%

Ren Learn Math:
Improve 0.1% grade level per month
Court Schools: Increased from 47.6% to 56.6%
Community Schools: Increase from 47.1% to 50.6%

Expected

CAASPP Participation Rates:
 ELA: Increase from 59.0% to 60.0%

CAASPP Participation Rates:
 Math: Increase from 60.0% 61.0%

CAASPP ELA proficiency rates increase from 6.0% to 7.0%

CAASPP Math proficiency rates increase from 2.0% to 3.0%

Early Assessment Program Participation Rates increase from 46.5% to 47.5%

Early Assessment Program ELA:
 Ready increase from 1.0% to 2.0%
 Conditionally Ready increase from 6.0% to 7.0%

Early Assessment Program Math:
 Ready increase from 1.0% to 2.0%
 Conditionally Ready increase from 1.0% to 2.0%

Actual

CAASPP Participation Rates:
 ELA: Increased from 59.0% to 63.4%

CAASPP Participation Rates:
 Math: Increased from 60.0% 60.5%

CAASPP ELA proficiency rates increase from 6.0% to 7.0%

CAASPP Math proficiency rates increase from 2.0% to 2.7%

Early Assessment Program Participation Rates decreased ELA 41.7%,
 math 36.7%

Early Assessment Program ELA:
 Ready increased from Ready 1.0% to 2.0%
 Conditionally Ready remained at 6.0%

Early Assessment Program Math:
 Ready decreased from 1.0% to 0%
 Conditionally Ready increased from 1.0% to 2.3%

Expected

% of teachers indicating they are confident in their ability to teach the state standards: Baseline set in 2017-18

UC a-g Course Completion Rate increase from 14.2% to 15.2%

CTE Completion Rate increase from 18.1% to 19.1%

Teacher Misassignment Rate: 0%
Fully Credentialed: 100%

Instructional Materials Survey documenting all subgroups have appropriate instructional materials: 100%

All students have access to CSS instructional materials and supplies: 100%

All students have access to a broad course of study (Core academics, ELD, CTE): 100%

Actual

% of teachers indicating they are confident in their ability to teach the state standards:
CCSS ELA 67%
CCSS Math 78%
ELD 44%
NGSS 13%

UC a-g Course Completion Rate increased from 14.2% to 31.58%

CTE Completion Rate increased from 18.1% to 18.22%

Teacher Misassignment Rate: 0%
Fully Credentialed: 100%

Instructional Materials Survey documenting all subgroups have appropriate instructional materials: 100%

All students continue to have access to CSS instructional materials and supplies: 100%

All students have access to a broad course of study (Core academics, ELD, CTE): 100%

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action: CCS and Special Ed students will engage with curricula utilizing the CSS.</p> <p>3.1 A. Service: CCS/Special Ed Faculty will complete professional learning sequences aligned with the Universal Design for Learning principles and guidelines to engage all students in CSS ELA/ELD, Math and NGSS. This includes ongoing training related to Unique Curriculum which is aligned to the CSS for students with more significant learning needs. Observe implementation, gather faculty feedback, and revise PL plan.</p> <p>3.1 B. Service: CCS Faculty will create CSS performance tasks and utilize online formative</p>	<p>3.1 A. 100% of CCS and Special Ed faculty completed bi-weekly professional learning sequences focusing on research-based practices aligned with Universal Design for Learning principles. On alternate weeks all CCS staff participated in site-based learning, planning and collaboration designed to increase student engagement, and improve academic achievement.</p> <p>Staff from Special Ed programs continued implementation, training, and coaching related to CSS in ELA and Math. For students with more intensive needs, the Unique Curriculum, which is aligned to the CSS, is being implemented. This will</p>	<p>\$92,008</p> <p>3.1 A. Educator Effectiveness \$21,000 Spec Ed \$27,500</p> <p>3.1 B. LCFF S&C \$32,005 LCFF S&C \$11,500</p> <p>3.1 A. OB 5XXX Educator Effectiveness \$21,000 OB 5XXX Spec Ed \$27,500</p> <p>3.1 B. OB 2XXX LCFF S&C \$32,005 OB 3XXX LCFF S&C \$11,503</p>	<p>\$96,317</p> <p>3.1 A. Educator Effectiveness \$8,149 Spec Ed \$25,426</p> <p>3.1 B. LCFF S&C \$46,146 LCFF S&C \$16,596</p> <p>3.1 A. OB 5XXX Educator Effectiveness \$8,149 OB 5XXX Spec Ed \$25,426</p> <p>3.1 B. OB 2XXX LCFF S&C \$46,146 OB 3XXX LCFF S&C \$16,596</p>

Planned Actions/Services

assessments of CSS. Observe implementation, gather faculty feedback, revise PD plan.
(.4 FTE research staff salaries)

Actual Actions/Services

continue into the 2018-19 school year and provides a meaningful connection and access to these concepts for students with more significant needs that we serve within our programs and access to the CCSS concepts. Teachers are also using assessments to inform instruction and in the development of IEP goals. This is from the Unique curriculum, WIAT curriculum-based assessments and Read 180. Graphing calculators were also purchased to support access to CSS.

Approximately 16 minimum days during the school year have been devoted to staff development for all staff in special education programs. In addition, up to three full days were also devoted to professional learning. Special education staff engaged in training related to the following

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

topics and areas: MOVE (Movement Opportunities Via Education); CSS; safety protocols; Assistive and augmentative communication (ACC); and Unique curriculum.

3.1 B. 100% of CCS staff participated in a bi-weekly professional learning aligned to the CSS. These PD sequences were dedicated to evaluating student data to improve academic outcomes, student centered learning, restorative practices, and trauma informed teaching strategies.

In 2018-19, this action is moved to Goal 2 and merged into Action 2.1.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Ensure Highly Qualified Teachers (HQT) in all CCS and

3.2 A. All administrators and teachers in CCS and Special Ed

\$7,276,542

\$7,220,323

Planned Actions/Services

Special Ed programs.

3.2 A. Service: Hire HQT teachers and appropriately credentialed administrators. Additional support to provide greater access to curriculum and instructional opportunities to address the increase in the percentage of students receiving special education services in our CCS programs.

(Salaries for HQ faculty, administrators, and support staff)

3.2 B. Service: Utilize Verification Process for Special Settings (VPSS) credentialing process to ensure CCS and Special Ed teachers are appropriately credentialed.

3.2 C. Service: Utilize instructional materials aligned to the CSS.

Actual Actions/Services

programs are appropriately credentialed.

3.2 B. Teachers in CCS and Special Ed teachers who did not meet NCLB HQT requirements were enrolled in VPSS courses at no cost to them in order to become HQT. This VPSS training has been done through the Los Angeles County Office of Education. Some teachers were also supported in training from Madera County Office of Education to acquire an added authorization to work with students with orthopedic impairments.

3.2 C. 100% of sites (CCS and Special Ed) engaged in ongoing professional learning sequences aligned to CSS ELA/ELD and math. SCOE Social Studies Curriculum Specialist provided support as we underwent our CSS Social Studies materials adoption, and offered additional

Budgeted Expenditures

3.2 A.

LCFF \$1,849,453

LCFF \$274,118

LCFF \$764,971

Spec Ed \$3,300,000

Spec Ed \$1,060,000

3.2 B.

Title II \$1,000

Spec Ed \$7,000

3.2 C.

Lottery \$20,000

3.2 A.

OB 1XXX LCFF \$1,849,453

OB 2XXX LCFF \$274,118

OB 3XXX LCFF \$764,971

OB 1XXX Spec Ed \$3,300,000

OB 3XXX Spec Ed \$1,060,000

3.2 B.

OB 5XXX Title II \$1,000

OB 5XXX Spec Ed \$7,000

3.2 C.

OB 4XXX Lottery \$20,000

Estimated Actual Expenditures

3.2 A.

LCFF \$1,710,169

LCFF \$300,101

LCFF \$687,418

Spec Ed \$3,344,410

Spec Ed \$1,086,540

3.2 B.

Title II \$800

Spec Ed \$5,800

Educator Effectiveness \$1,200

3.2 C.

Lottery \$83,885

3.2 A.

OB 1XXX LCFF \$1,710,169

OB 2XXX LCFF \$300,101

OB 3XXX LCFF \$687,418

OB 1XXX Spec Ed \$3,344,410

OB 3XXX Spec Ed \$1,086,540

3.2 B.

OB 5XXX Title II \$800

OB 5XXX Spec Ed \$5,800

OB 5XXX Educator Effectiveness \$1,200

3.2 C.

OB 4XXX Lottery \$83,885

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

support our staff throughout the pilot phase. Special education staff received additional training and support related to Unique Curriculum which is aligned to the California State Standards, MOVE, Alternative and Assistive Communication as well as Read 180 to support students in accessing the standards.

In 2018-19, this action is combined with Action 3.10 and renumbered as Action 3.1.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: All CCS and Special Ed students will engage in College/Career course sequences tailored for their individual situation.

3.3 A. Service: Special Ed Teams will develop Transition Plans within IEPs.

3.3 A strong transition process continues to be consistently implemented across SCOE Special Ed programs. Students are also more actively and authentically being engaged in the transition process through meaningful and relevant paid work experiences, a focus on

\$180,921

3.3 A.
Workability \$65,000
Workability \$31,000
Spec Ed \$57,000
Spec Ed \$17,000
3.3 B.
Title IA \$1,436

\$205,741

3.3 A.
Workability \$82,610
Workability \$36,422
Spec Ed \$57,662
Spec Ed \$17,588
3.3 B.
Title ID \$1,457

Planned Actions/Services

3.3 B. Service: CCS Principals will develop Student Success Plans with embedded Career Plans and individualized course completion plans.

3.3 C Service: Each CCS and expelled student SSP or ILP will include additional planned outcomes such as anger management, leadership training, a CTE sequence designed to improve career readiness, and will enroll in a course sequence designed to recover missing credits and complete the core curriculum.

Actual Actions/Services

independent living skills, and self-advocacy. This process continues to develop. Transition plans were developed with student and family input as part of the IEP process as appropriate, and course sequences were tailored to address individual needs in partnership with Workability as needed. In our Court School, our Workability staff ensured that 100% of Special Ed students had a solid transition plan prior to release.

3.3 B. CCS Principals and staff developed SSPs with embedded checklists to ensure all students had completed career inventory surveys to identify strengths and aptitudes. This process has allowed students to view post-secondary planning as an important part of middle and high school. Also, because the SSP is reviewed and monitored frequently, students are able to

Budgeted Expenditures

Title IA \$479
Title ID \$1,712
Title ID \$861
3.3 C.
Title ID \$4,280
Title ID \$2,153

3.3 A.
OB 2XXX Workability \$65,000
OB 3XXX Workability \$31,000
OB 1XXX Spec Ed \$57,000
OB 3XXX Spec Ed \$17,000
3.3 B.
OB 1XXX Title IA \$1,436
OB 3XXX Title IA \$479
OB 2XXX Title ID \$1,712
OB 3XXX Title ID \$861
3.3 C.
OB 2XXX Title ID \$4,280
OB 3XXX Title ID \$2,153

Estimated Actual Expenditures

Title ID \$1,825
Title ID \$1,376
3.3 C.
Title ID \$4,562
Title ID \$2,239

3.3 A.
OB 2XXX Workability \$82,610
OB 3XXX Workability \$36,422
OB 1XXX Spec Ed \$57,662
OB 3XXX Spec Ed \$17,588
3.3 B.
OB 1XXX Title ID \$1,457
OB 2XXX Title ID \$1,825
OB 3XXX Title ID \$1,376
3.3 C.
OB 2XXX Title ID \$4,562
OB 3XXX Title ID \$2,239

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

set goals that pertain to career plans with adult support. 100% of Court School students completed a Los Rios Community College District/Career inventory survey or Bridges Career Interest survey with school counselor to help develop their SSPs.

3.3 C. Each site offered CTE courses, and all CCS and Special Ed students engaged in a CTE sequence relevant to their age, goals, and interests. 59 students successfully completed a CTE sequence during the 2017-2018 school year. All SSPs included a section of requirements from the school district or Probation that must be completed per terms of expulsion or probation. These mandates were related to counseling, community service, and anger management and were reviewed closely with each student to ensure expulsion

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

and/or probation requirements were completed on time. In addition, each SSP included a plan to engage all students in pro-social activities and career readiness. We understand that the more access our students have to support systems, the greater their chance of success.

In 2018-19, this action is combined with 2017-18 Actions 3.8 and 3.9 and renumbered as Action 3.2.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Each Foster Youth student in CCS will have access to an intentional course sequence designed to recover missing credits and engage in the core curriculum.

3.4 A. Service: Each Foster Youth SSP or ILP will include an

3.4 A. All Foster Youth created an SSP or ILP with a Transition Specialist upon entry into CCS programs. The SSP or ILP was designed to maximize potential for credit recovery by creating an intentional course sequence, timeline, and regular review to ensure that all Foster Youth are

\$79,243

3.4 A.
Title ID \$3,424
Title ID \$1,722
3.4 B.
Foster Youth \$10,164
Foster Youth \$3,855
3.4 C.

\$80,951

3.4 A.
Title ID \$3,650
Title ID \$1,791
3.4 B.
Foster Youth \$10,397
Foster Youth \$3,974
3.4 C.

Planned Actions/Services

individualized course completion plan as well as additional planned outcomes such as anger management, leadership training, and career readiness.

3.4 B. Service: ICMs at Court Schools will provide options for credit recovery and additional educational support to recover missing credits.

3.4 C. Service: An ICM will complete a thorough intake process which includes an intake interview, the updating of student information into Foster Focus, retrieving, updating and storing transcripts in Foster Focus and Power School, and an AB 167 review to ensure all Foster Youth are on a diploma, or HiSET track. The ICM will also utilize Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior for students attending schools in Sacramento or any other county using the Foster Focus system.

Actual Actions/Services

on track to graduate with a diploma or equivalency.

3.4 B. FYSCP currently provides this service to all FY in our programs.

3.4 C. FYS updates all records in Foster Focus and Power School. The retrieving, updating, and storing of transcripts in both systems has been part of our intake process for approximately four years, as has the AB 167 review. We will continue to support our Foster Youth with this service.

In 2018-19, this action is combined with 2017-18 Actions 3.11, 3.12, 3.13, 3.16, 3.17, and 3.18, and renumbered as Action 3.3.

Budgeted Expenditures

Foster Youth \$40,657
Foster Youth \$15,421
Title IA \$4,000

3.4 A.

OB 2XXX Title ID \$3,424
OB 3XXX Title ID \$1,722

3.4 B.

OB 2XXX Foster Youth \$10,164
OB 3XXX Foster Youth \$3,855

3.4 C.

OB 2XXX Foster Youth \$40,657
OB 3XXX Foster Youth \$15,421
OB 5XXX Title IA \$4,000

Estimated Actual Expenditures

Foster Youth \$41,589
Foster Youth \$15,897
Title IA \$3,653

3.4 A.

OB 2XXX Title ID \$3,650
OB 3XXX Title ID \$1,791

3.4 B.

OB 2XXX Foster Youth \$10,397
OB 3XXX Foster Youth \$3,974

3.4 C.

OB 2XXX Foster Youth \$41,589
OB 3XXX Foster Youth \$15,897
OB 5XXX Title IA \$3,653

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Prepare middle school students for high school and career development.

3.5 Service: Explore learning pathways and career pathways, provide agency connections, and complete post-secondary and employment tours with middle school students.

3.5 Middle school students engaged with Lights of Tomorrow guest speakers and attended workshops on topics such as School Success, FAFSA, and Career Planning. We also partner with the HAWK Institute to provide additional services to our young men to help them stay on track and develop healthy habits, and LINKS mentoring to help students explore academic options.

CCS middle school students were given Ren Learn assessments to determine reading and math levels. These assessments were administered at 45-day intervals with embedded reading and math goals to measure growth. Based on the scores, students were

\$25,700

LCFF \$5,000
Spec Ed \$3,000
Workability \$12,000
Workability \$5,700

OB 5XXX LCFF \$5,000
OB 5XXX Spec Ed \$3,000
OB 2XXX Workability \$12,000
OB 3XXX Workability \$5,700

\$25,199

LCFF \$4,857
Spec Ed \$1,800
Workability \$12,937
Workability \$5,605

OB 5XXX LCFF \$4,857
OB 5XXX Spec Ed \$1,800
OB 2XXX Workability \$12,937
OB 3XXX Workability \$5,605

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

enrolled in an appropriate Ren Learn program to increase competency and offer remediation if necessary.

Transition plans/IEPs addressed individual needs related to transition to high school and career development for middle and high school students.

Community Service/Service learning opportunities took place through the Culinary Arts and Discovery Academies, and Sustainable learning pathways were provided at Palmiter.

Industry visits took place; visits to next schools took place to explore opportunities and to learn more about high school.

Orientations were held for incoming students. The

Organized Binder program has been modified and has continued to support students with development of skills in the area of independent living, education, and pathways to

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

graduation. Students engaged in career aptitude assessments, interest, and learning style measures that allowed them to develop increased self-knowledge and awareness. We will continue to review and explore ways to address the individual needs of students in programs that support career development.

Through Community Based Instruction (CBI), students gained job/functional skills as well as independent living skills to address their individual needs. There are plans to continue to review the CBIs and create career readiness opportunities for students that build functional skills and independent living skills.

In 2018-19, this action is combined with 2017-18 Actions 3.6 and 3.7, and renumbered as Action 3.4.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Create and develop study skills for students.

3.6 Service: Continue to implement a system for teaching study skills for students.

3.6 Students worked with Boys & Girls Club staff to learn study strategies, organizational skills, and self-esteem building that will help them develop life-long study and personal habits. Students utilized Ren Learn to improve skill levels in ELA and Math, and were assessed using Ren Learn assessments. All CCS students who did not have a paid job or internship engaged in extended day after school programming through Boys & Girls Club designed to improve study skills and study habits.

The Organized Binder training information was used in some Special Ed programs, and IEP goals were developed to address and embed study skills into the curriculum in each subject area. Unique curriculum

\$3,500

Spec Ed \$500

Spec Ed \$500

LCFF \$2,500

OB 4XXX Spec Ed \$500

OB 5XXX Spec Ed \$500

OB 5XXX LCFF \$2,500

\$8,976

Spec Ed \$0

Spec Ed \$0

LCFF \$8,976

OB 4XXX Spec Ed \$0

OB 5XXX Spec Ed \$0

OB 5XXX LCFF \$8,976

supports students in this area as well. Students in some programs were provided with planners to support study skills and organizational skills.

In 2018-19, merged into Action 3.5 and renumbered as Action 3.4.

Action 7

Planned Actions/Services

Action: Develop additional options for engaging students in academic skill building and pro-social behaviors.

3.7 Service: Provide access to after-school tutoring, and volunteering/community services opportunities.

Actual Actions/Services

Principals reported that 100% of students in our CCS had access to after school tutoring through the Boys and Girls Club. We have allocated a portion of our Title I A funds to increase intervention services during and after the school day. All students had access to volunteer/community service opportunities organized through our school counselor at local food banks, homeless shelters, convalescent care facilities, and

Budgeted Expenditures

\$52,250

Spec Ed \$250
Spec Ed \$50,000
LCFF \$2,000

OB 5XXX Spec Ed \$250
OB 5XXX Spec Ed \$50,000
OB 5XXX LCFF \$2,000

Estimated Actual Expenditures

\$52,428

Spec Ed \$0
Spec Ed \$50,000
LCFF \$2,428

OB 5XXX Spec Ed \$0
OB 5XXX Spec Ed \$50,000
OB 5XXX LCFF \$2,428

natural areas. Probation assisted students with securing community service opportunities as well as transporting students to the site to ensure they could participate.

Students at Palmiter have CTE-related experiences and opportunities to explore interests and aptitudes. Additionally, students in our Special Ed programs engage in Community-Based Instruction (CBI) opportunities during which they have opportunities to go into the community and develop skills in the natural environment of the community.

Additional support is embedded into the school day to support social-emotional development, improved social skills, focused tutoring and individualized support to target individual needs, and prevocational skills have been provided. In some cases, job coaches from the

Department of Rehabilitation have been working with students as well. Unique curriculum is also used to support students in academic skill building and developing pro-social behaviors. Students were provided with access to yoga to help develop and build upon pro-social behaviors.

STAR (MOVE) camp offered opportunities for students with more involved physical needs to interact with peers in the community at Sly Park, and SCOE Technology Recreation Camp for students participating in Mobility Opportunities Via Education (MOVE) Camp. This provided an inclusive opportunity for children and their families in a community setting.

In 2018-19, merged into Action 3.5 and renumbered as Action 3.4.

Action 8

Planned Actions/Services

Action: All CCS students will engage in college/career course sequences tailored for their individual situation.

3.8 A. Service: Schools will ensure all students complete a Los Rios Community College District Skills Inventory or Bridges career exploration sequence and enrollment in a CTE sequence.

3.8 B. Service: Transition Specialists and Guidance Counselors will develop plans to increase access to college/career course sequences for EL students.

3.8 C. Service: CTE Teachers will lead site-based "Career Readiness Teams" that include Principals, Academic Teachers, Counselors, Probation, and Community Partners to ensure all students complete a career education sequence and develop

Actual Actions/Services

3.8 A CCS Counselors and Transition Specialists reported that 100% of all students enrolled for at least one quarter completed a skills inventory or career exploration sequence, or enrollment into a CTE sequence.

3.8 B. Principals met with the EL Liaison to discuss parent surveys and gain input on how to expand access to these areas based on parent/guardian feedback. Based on 2017-2018 surveys which indicated that families wanted their student to have more access to college and career pathways, our sites provided financial aid workshops each semester, college tours to American River College, Sacramento City College, California State University Sacramento, University of California Davis, and the Art

Budgeted Expenditures

\$423,281

3.8 A.

Title IA \$4,787

Title IA \$1,595

Title IA \$300

3.8 B.

Title IA \$1,436

Title IA \$479

3.8 C.

LCFF Supp & Conc \$305,233

LCFF Supp & Conc \$109,451

3.8 A.

OB 1XXX Title IA \$4,787

OB 3XXX Title IA \$1,595

OB 5XXX Title IA \$300

3.8 B.

OB 2XXX Title IA \$1,436

OB 3XXX Title IA \$479

3.8 C.

OB 2XXX LCFF Supp & Conc \$305,233

OB 3XXX LCFF Supp & Conc \$109,451

Estimated Actual Expenditures

\$440,726

3.8 A.

Title ID \$4,857

Title ID \$1,599

Title ID \$351

3.8 B.

Title ID \$1,457

Title ID \$480

3.8 C.

LCFF Supp & Conc \$321,548

LCFF Supp & Conc \$110,434

3.8 A.

OB 1XXX Title ID \$4,857

OB 3XXX Title ID \$1,599

OB 5XXX Title ID \$351

3.8 B.

OB 2XXX Title ID \$1,457

OB 3XXX Title ID \$480

3.8 C.

OB 2XXX LCFF Supp & Conc \$321,548

OB 3XXX LCFF Supp & Conc \$110,434

the academic, technical and employability skills necessary for success in entry level employment. (4 FTE CTE teachers' salaries)

Institute where students explored degree options and career pathways.

Our site School Counselors and Transition Specialists worked with 100% of students enrolled at least one week to develop SSPs embedded with college and career goals. Principals identified EL students and utilized data from to ensure EL students were supported with the appropriate college/career services and curricula. In our Court School we enrolled 2 Spanish only students and utilized our EL Liaison, and EL Coordinator to ensure their academic, and social/emotional needs were being met.

3.8 C. CTE teachers worked with students on job readiness, 21st Century Skills, career planning, and employability skills. Our Career Readiness Teams comprised of Principals, Academic Teachers, Transition

Specialists and Community Partners, ensured that all students received comprehensive career exposure, the academic and technical skills necessary to secure employment, and the social/emotional supports to maintain that employment. We received a California Apprenticeship Initiative grant to begin a Culinary Arts pre-apprenticeship program and create a 21st Century Skills center in our YDF to further increase exposure to family supporting wage careers in the hospitality industry.

In 2018-19, merged into Action 3.3 and renumbered as Action 3.2.

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: All CCS and Special Ed

3.9 A. We offer Odysseyware on

\$75,184

\$70,326

students will engage in college/career course sequences tailored for their individual situation.

3.9 A. Service: Teachers and Principals will develop plans to implement Odysseyware UC a-g coursework. Refine And implement Odysseyware plan.

3.9 B. Service: IEP teams will include college/career course sequences with student Individualized Education Program plans.

our Community School campuses and due to its popularity, Students are not required to take Odysseyware courses; however, we encourage students who enter into our programs who wish to attend 4-year colleges to access Odysseyware because its courses are UC a-g approved.

We do not have a large number of students who fit into this category, and although we provide access to UC a-g courses, most students enroll in Odysseyware for credit recovery, access to CTE courses, and to complete elective credits.

3.9 B. IEP teams incorporated college and career readiness into their IEP and transition planning processes and Workability opportunities. Palmiter offered a range of career pathways for students to explore (Culinary, Discovery,

3.9 A.
Title IA \$17,500
3.9 B.
LCFF Supp & Conc \$1,679
LCFF Supp & Con \$505
Spec Ed \$28,000
Spec Ed \$13,000
Spec Ed \$9,500
Spec Ed \$5,000

3.9 A.
OB 5XXX Title IA \$17,500
3.9 B.
OB 1XXX LCFF Supp & Conc \$1,679
OB 3XXX LCFF Supp & Conc \$505
OB 1XXX Spec Ed \$28,000
OB 2XXX Spec Ed \$13,000
OB 3XXX Spec Ed \$9,500
OB 5XXX Spec Ed \$5,000

3.9 A.
Title IA \$ 17,500
3.9 B.
LCFF \$1,790
LCFF \$509
Spec Ed \$28,831
Spec Ed \$14,875
Spec Ed \$10,153
Spec Ed \$14,168

3.9 A.
OB 5XXX Title IA \$17,500
3.9 B.
OB 1XXX LCFF \$1,790
OB 3XXX LCFF \$509
OB 1XXX Spec Ed \$28,831
OB 2XXX Spec Ed \$14,875
OB 3XXX Spec Ed \$10,153
OB 5XXX Spec Ed \$14,168

Sustainable, etc.). Additionally, access to art and music opportunities was provided to students in our Special Ed programs to address individual needs and support student engagement. Interest inventories and interviews with parents took place related to career assessments: Life After High School, SANDI, Brigance Transition Skills Inventory, Careers for Me, etc. Increased Community-Based Instruction (CBI) opportunities have been provided for students, and parents are able to become more involved in these as well. Music to Grow on support is also provided to students in special education programs.

In 2018-19, merged into Action 3.3 and renumbered as Action 3.2.

Action 10

Planned Actions/Services

Action: Maintain Highly Qualified Teachers (HQT) in all CCS and Special Ed programs.

3.10 Service: Support family and student engagement responsibilities for faculty. Hire appropriate support staff, such as Transition Specialists, Assessment/Data Specialists, Mental Health Specialists, and Behavior Management Technicians. (.4 FTE of data research staff and .18 FTE certificated salaries)

Actual Actions/Services

3.10 Appropriate support staff including Paraeducators, Mental Health Specialists, Behavior Management Technicians, etc. were part of the teams. They helped to support student and family engagement in the schools and programs.

In 2018-19, merged into Action 3.2 and renumbered as Action 3.1.

Budgeted Expenditures

\$796,160

3.10

Title IA \$275,539

Title IA \$89,113

LCFF Supp & Conc \$32,005

LCFF Supp & Conc \$11,503

IDEA \$276,000

IDEA \$112,000

3.10

OB 1XXX Title IA \$275,539

OB 3XXX Title IA \$89,113

OB 2XXX LCFF Supp & Conc \$32,005

OB 3XXX LCFF Supp & Conc \$11,503

OB 2XXX IDEA \$276,000

OB 3XXX IDEA \$112,000

Estimated Actual Expenditures

\$1,052,666

3.10

Title IA \$402,829

Title IA \$128,749

LCFF Supp & Conc \$46,146

LCFF Supp & Conc \$16,596

IDEA \$282,009

IDEA \$111,262

Mental Health \$46,664

Mental Health \$18,411

3.10

OB 1XXX Title IA \$402,829

OB 3XXX Title IA \$128,749

OB 2XXX LCFF Supp & Conc \$46,146

OB 3XXX LCFF Supp & Conc \$16,596

OB 2XXX IDEA \$282,009

OB 3XXX IDEA \$111,262

OB 2XXX Mental Health \$46,664

OB 3XXX Mental Health \$18,411

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: All Low Income, EL, and Foster Youth students will complete a graduation plan with supports tailored to their needs.

3.11 A. Service: As part of their SSP or ILP, all students who are Low Income, EL, and Foster Youth will complete a plan for graduation and a transcript evaluation.

3.11 B. Service: Principals will research and provide PD regarding best practices for students who are Low Income, EL, and Foster Youth. (.1 FTE principal salaries; Contract with SCOE Curriculum and Instruction Department to provide PD)

3.11 C. Service: FYSCP will provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and CCS and Special Ed staff regarding AB 167, AB 1806, AB 854, Education Rights, School of

3.11 A. One of our greatest challenges is how to best support these subgroups to ensure they graduate with a diploma or equivalency. Due to the transient nature of our Foster Youth and Low Income students, this has necessitated that CCS staff work with our FYSCP and Homeless Liaison to identify students who qualify for AB 167 and AB 1806, and our EL families, to support graduation plans. The SSP process has been integral in identifying gaps in transcripts, incorrect or missing credits on transcripts, conducting a comprehensive transcript evaluation, and creating a plan to keep students on track.

3.11 B. 100% of CCS staff attended a bi-weekly professional learning sequence aligned to best practices for Low Income students. Our SCOE Homeless Liaison and FYSCP

\$76,820

3.11 A.

Title ID \$31,680

Title ID \$15,929

3.11 B.

LCFF Supp & Conc \$13,432

LCFF Supp & Conc \$4,042

LCFF Supp & Conc \$3,000

3.11 C.

LCFF Supp & Conc \$6,716

LCFF Supp & Conc \$2,021

3.11 A.

OB 2XXX Title ID \$31,680

OB 3XXX Title ID \$15,929

3.11 B.

OB 1XXX LCFF Supp & Conc \$13,432

OB 3XXX LCFF Supp & Conc \$4,042

OB 5XXX LCFF Supp & Conc \$3,000

3.11 C.

OB 1XXX LCFF Supp & Conc \$6,716

OB 3XXX LCFF Supp & Conc \$2,021

\$85,623

3.11 A.

Title ID \$33,762

Title ID \$16,567

3.11 B.

LCFF Supp & Conc \$14,322

LCFF Supp & Conc \$4,074

Educator Effectiveness \$7,700

3.11 C.

LCFF Supp & Conc \$7,161

LCFF Supp & Conc \$2,037

3.11 A.

OB 2XXX Title ID \$33,762

OB 3XXX Title ID \$16,657

3.11 B.

OB 1XXX LCFF Supp & Conc \$14,322

OB 3XXX LCFF Supp & Conc \$4,074

OB 5XXX Educator Effectiveness \$7,700

3.11 C.

OB 1XXX LCFF Supp & Conc \$7,161

OB 3XXX LCFF Supp & Conc \$2,037

Origin, and Foster Focus. (.05 FTE principal salaries)

provided staff with training on Educational Rights, AB 1806, and AB 167 to ensure staff had access to resources to identify and support our homeless, Low Income and Foster Youth.

3.11 C. Through our interdepartmental collaborative efforts we strive to continue to expand and improve our services for these subgroups. FYSCP provided direct services to ensure all Foster Youth qualified for AB 167 through Foster Focus, and met with Foster Youth at each CCS site to ensure they were working towards their SSP goals. These efforts have been evidenced in our success indicators for this subgroup based on our Local Accountability System. Staff have access to support on creating CSS lessons embedded with best practices for EL students, and our C-SAPA department supports our staff on

best practices for English Learners. Our SCOE Homeless Liaison provided staff with training on Educational Rights, AB 1806 and ensuring sites had access to resources to identify and support our homeless and Low Income youth, and our FYS worked with sites to quickly identify students qualifying for AB 167.

In 2018-19, merged into Action 3.4 and renumbered as Action 3.3.

Action 12

Planned Actions/Services

Action: Principals will review Low Income, EL and Foster Youth achievement on college and career readiness indicators CELDT and Reclassification rates on a quarterly basis. (.4 FTE data research staff)

Actual Actions/Services

3.12 A Principals reviewed data regarding Ren Learn Reading and Math assessments, CAASPP, UC a-g, and CTE course sequence completion for all Low Income, EL, LTEL, RFEP and Foster Youth in CCS to ensure these subgroups were

Budgeted Expenditures

\$351,256
 3.12 A.
 LCFF Supp & Conc \$32,005
 LCFF Supp & Conc \$11,503
 3.12 B.
 Title IA \$52,804
 Title IA \$17,183

Estimated Actual Expenditures

\$414,912
 3.12 A.
 LCFF Supp & Conc \$46,146
 LCFF Supp & Conc \$16,596
 3.12 B.
 Title IA \$109,833
 Title IA \$34,883

3.12 A. Service: Low Income, EL, and Foster Youth data regarding CAASPP, UC-a-g, and CTE completion will be reviewed on a semester basis by Principal and faculty.

3.12 B. Service: Provide outreach, recruitment, and individualized Supplemental Educational Services for all Low Income, EL, and Foster Youth. (1.5 FTE teacher salaries)

3.12 C. Service: EL and LTEL CELDT data will be reviewed on a quarterly basis.

progressing. In order to ensure achievement data, career readiness indicators, and EL progress data is reviewed continuously, we have increased staffing to support this service. We are extremely proud that Ren Learn reading and math scores increased by 1% to over 5% in our CCS during the 2017-18 school year; however, we will continue to focus our efforts on a continuous cycle of improvement through research-based practices.

3.12 B. We have increased intervention support periods by 50% during the school day, and work with non-profit partners to provide additional programming after the school day and on weekends in our YDF. LEAs are no longer required to contract with outside providers for Supplemental Educational Services.

LCFF Supp & Conc \$145,840
 LCFF Supp & Conc \$48,413
 3.12 C.
 LCFF Supp & Conc \$32,005
 LCFF Supp & Conc \$11,503

3.12 A.
 OB 2XXX LCFF Supp & Conc \$32,005
 OB 3XXX LCFF Supp & Conc \$11,503

3.12 B.
 OB 1XXX Title IA \$52,804
 OB 3XXX Title IA \$17,183
 OB 1XXX LCFF Supp & Conc \$145,840

OB 3XXX LCFF Supp & Conc \$48,412

3.12 C.
 OB 2XXX LCFF Supp & Conc \$32,005
 OB 3XXX LCFF Supp & Conc \$11,500

LCFF Supp & Conc \$109,832
 LCFF Supp & Conc \$34,880
 3.12 C.
 LCFF Supp & Conc \$46,146
 LCFF Supp & Conc \$16,596

3.12 A.
 OB 2XXX LCFF Supp & Conc \$46,146
 OB 3XXX LCFF Supp & Conc \$16,596

3.12 B.
 OB 1XXX Title IA \$109,833
 OB 3XXX Title IA \$34,883
 OB 1XXX LCFF Supp & Conc \$109,832

OB 3XXX LCFF Supp & Conc \$34,880

3.12 C.
 OB 2XXX LCFF Supp & Conc \$46,146
 OB 3XXX LCFF Supp & Conc \$16,596

3.12 C. Principals reviewed achievement data for these subgroups through Ren Learn Reading and Math assessments, EL reclassification rates from C-SAPA, and through quarterly reports created by student information systems staff. In order to ensure EL progress data is reviewed continuously, we have increased staffing to support this service. We have also reviewed our existing reclassification procedures and are working with our C-SAPA department and Principals to identify all students eligible for reclassification.

In 2018-19, merged into Action 3.4 and renumbered as Action 3.3.

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.13 Action/Service: Low Income, EL, and Foster Youth transcripts will be reviewed quarterly to ensure students are enrolled in necessary credit recovery and college and career readiness course of study.

3.13 Our EL, LTEL, and RFEP students were identified and closely monitored by our C-SAPA and CCS staff to ensure these subgroups were enrolled in a credit recovery sequence (if applicable) and college and career readiness options and coursework. Staff worked closely with our FYSCP and Homeless Liaison to identify students who qualify for AB 167 and AB 1806, and ensure they were enrolled in course sequences designed to meet these requirements.

In 2018-19, merged into Action 3.4 and renumbered as Action 3.3.

\$1,287

Title IA \$856
Title IA \$431

OB 2XXX Title IA \$856
OB 3XXX Title IA \$431

\$1,360

Title IA \$912
Title IA \$448

OB 2XXX Title IA \$912
OB 3XXX Title IA \$448

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.14 Continuously improve relevancy of LCAP engagement tools by refining them to align with topics relevant to Low Income, EL, and Foster Youth families.

3.14 All surveys were translated into Spanish. In addition, we utilized our EL Liaison to reach out to EL parents/guardians at our engagement events, DELAC meetings, and through surveys conducted over the phone. LCAP engagement tools including surveys, engagement meetings, and topics are continuously refined. We modified or existing online survey based on stakeholder feedback and created surveys more relevant to these subgroups eliciting feedback on barriers to student attendance, parental involvement, and family support and resources.

\$750
LCFF \$750
OB 5XXX LCFF \$750

\$0
LCFF \$0
OB 5XXX LCFF \$0

Action 15

Planned Actions/Services

Action: Increase opportunities for students within our Special Ed programs to be included with

Actual Actions/Services

3.15 We continue to increase focus on creating more inclusive opportunities on school

Budgeted Expenditures

\$700
Spec Ed \$500

Estimated Actual Expenditures

\$450
Spec Ed \$250

typically developing peers.

3.15 Service: Continue to work collaboratively to increase access to more inclusive opportunities for students within our Special Ed programs.

campuses, as well as in the community, through various activities and partnerships in a more intentional way.

Currently, special education programs are located on general education campuses, and there are partnerships that take place as a result. Some students in our programs have the opportunity to participate in mainstream classes with peers who are in general education classes (theater, floral design, weight training, etc.) as well as special events. There are also opportunities for students to be co-enrolled in community college classes as well. Additionally, assessment of individual student needs took place, and support for communication and interaction was provided to students.

In 2018-19, Moved to Goal 2 and merged into Action 2.1.

Spec Ed \$200

OB 5XXX Spec Ed \$500
OB 4XXX Spec Ed \$200

Spec Ed \$200

OB 5XXX Spec Ed \$250
OB 4XXX Spec Ed \$200

Action 16

Planned Actions/Services

Action: Partner with local healthcare providers (i.e., WellSpace) to expand access to healthcare for all students in CCS and Special Ed.

3.16 A. Service: Continue implementation of a community-based wellness program for initial and ongoing health, vision, and dental care for all students in CCS and Special Ed programs.

3.16 B. Service: Include health and wellness goals as a part of the SSP, ILP and IEP for all students in CCS and Special Ed programs. 3.16 C. Service: Implement a life skills class that incorporates health, wellness, and transition skills for all students in CCS and Special Ed programs.

Actual Actions/Services

3.16 A. Within the Special Ed programs, nurses are part of the IEP team and create individualized healthcare plans as needed for students with a range of medical needs.

3.16 B. Instruction is provided within programs to support social-emotional wellness and learning in a systematic way within a structured framework (PBIS). Additionally, throughout our programs for students who are emotionally disturbed (ED), there was a monthly theme that focused on health and wellness, and lessons were created for all students to access. There has been more focus on mindfulness training and practices, outside counseling support, and school-based mental health support as we focus on the whole child.

Budgeted Expenditures

\$100,165

3.16 A.
Title ID \$342
Title ID \$172
Spec Ed \$18,000
Spec Ed \$5,500

3.16 B.
Title IA \$171
Title IA \$86
LCFF \$1,000
3.16 C.
LCFF \$55,127
LCFF \$19,767

3.16 A.
OB 2XXX Title ID \$342
OB 3XXX Title ID \$172
OB 1XXX Spec Ed \$18,000
OB 3XXX Spec Ed \$5,500
3.16 B.
OB 2XXX Title IA \$171
OB 3XXX Title IA \$86
OB 5XXX LCFF \$1,000

Estimated Actual Expenditures

\$104,432

3.16 A.
Title IA \$365
Title IA \$179
Spec Ed \$19,022
Spec Ed \$6,084

3.16 B.
Title IA \$182
Title IA \$90
LCFF \$655
3.16 C.
LCFF \$58,073
LCFF \$19,782

3.16 A.
OB 2XXX Title IA \$365
OB 3XXX Title IA \$179
OB 1XXX Spec Ed \$19,022
OB 3XXX Spec Ed \$6,084
3.16 B.
OB 2XXX Title ID \$182
OB 3XXX Title ID \$90
OB 5XXX LCFF \$655

3.16 C In 2017-2018 students participated in a health fair providing resources for health and wellness. We have focused our efforts on a more accessible approach incorporating proactive habits, proactive behaviors, and self-empowerment as a means to reaching short- and long-term goals into our daily interactions with students. Through this, students understand the correlation between daily patterns, habits, and long-term outcomes. They will then begin to understand the connection between behavior, attitude, and overall success as they relate to school, work, and life.

In addition, students were provided with life skills training in coordination with Unique curriculum, which focuses on core academic skills and increases student engagement and interaction. Families and

3.16 C.
OB 1XXX LCFF \$55,127
OB 3XXX LCFF \$19,767

3.16 C.
OB 1XXX LCFF \$58,073
OB 3XXX LCFF \$19,782

staff have been provided with information and training related to areas such as CPR/first aid, drug and alcohol trends in the community, and medication awareness.

In 2018-19, merged into Action 3.4 and renumbered as Action 3.3.

Action 17

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Prepare all students in CCS and Special Ed programs for independent living situations.

3.17 Service: Implement independent living skills and financial literacy programs at all CCS sites.

3.17 Students in Community School and Special Ed that were surveyed, expressed that they enjoyed learning about life skills and personal finance and would benefit from a financial literacy course to give them tools as they transition into adulthood. We teach financial literacy using a variety of resources to address students' diverse needs, interests, and ages.

In 2018-19, merged into Action 3.4 and renumbered as Action 3.3.

\$9,716

LCFF \$7,152
LCFF \$2,564

OB 2XXX LCFF \$7,152
OB 3XXX LCFF \$2,564

\$10,100

LCFF \$7,534
LCFF \$2,566

OB 2XXX LCFF \$7,534
OB 3XXX LCFF \$2,566

Action 18

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Continue to refine and expand Crossover Youth Practice Model (CYPM) in CCS.

Service: Leverage the CYPM Network to support cognitive education and financial literacy across the county. (.05 FTE CCS administrator salaries)

3.18 Our partnership with Probation and the CYPM group has resulted in an expanded number of field trips to increase and offer well rounded cognitive education experiences for our Community School and Special Ed students. Students have gained valuable social/emotional/life skills through exposure to a rich variety of experiences ranging from field trips to Mayor Darrell Steinberg's office, Sacramento Federal Courthouse, The Old Sacramento Underground Museum, Hacker Labs, Sly Park, movie excursions, to give students real-world opportunities to interact in a variety of settings.

In 2018-19, merged into Action 3.4 and renumbered as Action 3.3.

\$10,443

LCFF Supp & Conc \$7,682
 LCFF Supp & Conc \$2,261
 LCFF Supp & Conc \$500

OB 1XXX LCFF Supp & Conc \$7,682
 OB 3XXX LCFF Supp & Conc \$2,261
 OB 5XXX LCFF Supp & Conc \$500

\$11,972

LCFF Supp & Conc \$8,048
 LCFF Supp & Conc \$2,281
 LCFF Supp & Conc \$1,643

OB 1XXX LCFF Supp & Conc \$8,048
 OB 3XXX LCFF Supp & Conc \$2,281
 OB 5XXX LCFF Supp & Conc \$1,643

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We will complete a Next Generation Science Standards materials adoption during the 2018-2019. We have continued to implement Unique curriculum and provide ongoing training in our programs with students who have more severe special needs. Staff received ongoing training in implementation of standards-aligned curriculum. Students had multiple and various opportunities to participate in college and career readiness activities at school and in the community. During 2017-18, a Big Picture Learning model has been refined and expanded in the Youth Detention Facility with students completing a "Who Am I?" exhibition, focusing on goal setting and planning for the future.

In order to better serve our students, during the 2016-17 school year, our Community Schools completed an intensive three-year self-study for Western Association of Schools and Colleges (ASC WASC) accreditation, and the WASC team visited our Community School campuses in a three-day intensive program evaluation to determine eligibility for accreditation. During 2017-18 we received notice that our Community Schools received a six year WASC accreditation.

After a year of collaboration, our Youth Detention Facility, El Centro Jr./Sr. High School (El Centro), completed their WASC Initial Visit Application and hosted the WASC team for a one-day visit. The WASC visiting committee determined that El Centro meets the WASC criteria for accreditation based on all of the information provided by our school and stakeholders, including the initial visit report, and the satisfactory completion of the on-site initial accreditation visit. El Centro Jr./Sr. High earned an Initial Accreditation Status through June 30, 2020.

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

We are pleased to see our Ren Learn reading and math scores show significant improvement. We have increased our intervention and supports during and after the school day; teachers have focused a great deal of time on reading and math intervention, and this is evidenced in the 5.8%-9.0% growth in these areas in our CCS programs.

CAASPP participation rates increased in ELA (63.4%) and Math (60.5%). There has also been a slight increase in proficiency levels for the students in ELA and Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.6 budgeted \$3,500 - actual \$8,976: Curriculum costs were less than originally anticipated.

3.10 budgeted \$796,160 - actual \$1,052,666: We spent more in this area due to increased staffing this year as a result of our Senior Extension program expansion, and we increased mental health staffing to address the growing number of students entering our schools with severe trauma.

3.12 budgeted \$351,256 - actual \$414,912, we have increased faculty, Transition Specialist, and non-profit literacy support staffing.

3.14 budgeted \$750 - actual \$0: We continue to improve our LCAP engagement tools; however, SCOE Probation partners paid for several parental engagement events so we did not utilize the funds we allocated in this area.

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

Action 3.1 – Moved to Goal 2 and merged into Action 2.1

Action 3.2 – Combined with Action 3.10 and renumbered as Action 3.1

Action 3.3 – Combined with Actions 3.8 and 3.9, and renumbered as Action 3.2

Action 3.4 – Combined with Actions 3.11, 3.12, 3.13, 3.16, 3.17, and 3.18, and renumbered as Action 3.3

Action 3.5 – Combined with Actions 3.6 and 3.7, and renumbered as Action 3.4

Action 3.14 – Eliminated in 2018-19, the activities associated with this action will be integrated into Action 4.3

Action 3.15 – Moved to Goal 2 and merged with Action 2.1

The 2018-19 Goals, Actions, and Services section reflects the revised descriptions and combined budgeted expenses.

Metric targets in 2018-19 and 2019-20 were revised to align with the increased UC a-g Completion Rate in 2017-18.

Goal 4

Involve Parents and Guardians

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Parents/guardians attend a school event once per semester after enrollment process: increase from 50.0% to 55.0%

Site councils meet at least 4 times per year: maintain 4 times per year

Offer high-quality parental engagement and support programs: maintain 100%

Actual

Parents/guardians attend a school event once per semester after enrollment process: increased from 50.0% to 55.0%

Site councils meet at least 4 times per year: maintained 4 times per year

Offer high-quality parental engagement and support programs: maintained 100%

Increase sense of school safety, school connectedness and positive school climate through input at school engagement events 4 times a year and informally through daily interactions with parents/guardians, during IEP and SST meetings, and through other outreach efforts: maintain 100%

Increase sense of school safety, school connectedness and positive school climate through input at school engagement events 4 times a year and informally through daily interactions with parents/guardians, during IEP and SST meetings, and through other outreach efforts: maintained 100%

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action: Parents/guardians of all enrolling community schools and Special Ed students will complete a comprehensive enrollment process.</p> <p>4.1 A Service: Each parent/guardian will complete an enrollment process with their child, contribute to the SSP or ILP, and to the IEP, confirm attendance at the next student-led conference, or participate in the</p>	<p>4.1 A. At least annually, parents/guardians participated in the students' IEPs. During triennial reviews home visits were conducted with parents/guardians. Person-centered planning actively involved parent/guardian perspectives and incorporated their knowledge of their child in the planning and support process. This process continues to be revised based on student</p>	<p>\$11,250</p> <p>LCFF \$9,250 Spec Ed \$2,000</p> <p>OB 5XXX LCFF \$9,250 OB 5XXX Spec Ed \$2,000</p>	<p>\$8,854</p> <p>4.1A Spec Ed \$1,900 4.1B LCFF \$6,684</p> <p>4.1A OB 5XXX Spec Ed \$1,900 4.1B OB 5XXX LCFF \$6,684</p>

IEP and an update on district rehabilitation plans will be provided.

4.1 B Service:

Parents/guardians/caregivers Foster Youth and FYSCP will contribute to the SSP or ILP, and when possible, attend the next student-led conference.

needs and review of data and practices.

Community school parents participated in a comprehensive enrollment process with the Registrar and Transition Specialist to review school policies and regulations, as well as to discuss pathway offerings, graduation, HiSET, and post-secondary plans. This process was designed to engage parents immediately and ensure that not only the student, but also families had access to resources and community services. Parents were encouraged to participate in the development of the SSP. All parents were invited to student-led conferences.

4.1 B All parents/guardians completed a mandatory enrollment process where the SSP was discussed. Parents/guardians were

encouraged to participate in school engagement activities, and they were given information on student-led conferences, as well as the requirements of their child's district rehabilitation plan. We expanded our enrollment supports to include interpreting services for our EL families and will continue to utilize our EL Liaison to support families during the enrollment process, and to ensure the accuracy of paperwork.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Parents/guardians will increase participation in school activities.

4.2 Service: Parents/guardians will participate in at least two school events per year.

4.2 At least 65% of parents/guardians across our programs attended a school event once per semester after the enrollment session. This took place during IEP meetings, programs on general education campuses, holiday gatherings, the annual Sacramento Zoo trip, classroom celebrations, Transition Fair, Open House, Culinary Café, School Site Council, Back to School Night, Graduation, STAR Camp, etc. There has been increased attendance in IEPs and increased participation in community-based instructional opportunities.

\$2,000

Spec Ed \$2,000

OB 5XXX Spec Ed \$2,000

\$2,000

Spec Ed \$2,000

OB 5XXX Spec Ed \$2,000

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Parents/guardians of students receiving Special Ed services will receive information related to resources in the community to support individual student and family needs.

4.3 Service: Parents/guardians will receive a list of appropriate resources as needed.

4.3 Parents/guardians received information related to: homeless/temporary housing needs; Alta California Regional Center; Palmiter on-site resources; health-related resources (medical, dental, etc.); individual resources shared within each program to address needs of students; Special Ed resources provided by the SELPA; WarmLine Family Resource Center information; Parent Workshops; CAC (Community Advisory Committee meetings), etc. Resources continue to be revised and updated to be shared based on changes in the community as well as changes in student needs.

In 2018-19, this action is combined with 2017-18 Actions 4.4 and 4.5.

\$1,000
Spec Ed \$1,000
OB 5XXX Spec Ed \$1,000

\$900
Spec Ed \$900
OB 5XXX Spec Ed \$900

Action 4

Planned Actions/Services

Action: SCOE will identify non-profit organizations to provide additional supports for parents/guardians of Low Income, EL and Foster Youth on an ongoing basis.

4.4 Service: Identify and assign a non-profit liaison/coordinator for CCS programs. Continue to utilize an EL parent liaison to set up a site-based parent engagement process.

Actual Actions/Services

4.4 The CCS Program Accountability Specialist ensured that resources were made available to all CCS sites and that additional supports were accessible and available to these subgroups. We hired an EL Liaison to facilitate with interpreting services at school events and meetings, and to call EL parents/guardians regarding school-related issues. In addition, SCOE contracted with two mental health support staff to serve as advocates for parents/guardians of all Low Income, EL, LTEL, RFEP, and Foster Youth.

In 2018-19, this action is combined with Action 4.3.

Budgeted Expenditures

\$6,117

Title IA \$5,000

Title IA \$1,117

OB 2XXX Title IA \$5,000

OB 3XXX Title IA \$1,117

Estimated Actual Expenditures

\$3,991

Title IA \$3,279

Title IA \$712

OB 2XXX Title IA \$3,279

OB 3XXX Title IA \$712

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Implement support systems/classes for all families of students in CCS and Special Ed in the following areas: parenting, substance abuse, post-secondary, and career options.

4.5 Service: Implement these support systems/classes for all families with students in CCS and Special Ed.

4.5 All parents/guardians completed an extensive and mandatory enrollment process where the SSP was discussed. Parents/guardians were encouraged to participate in school engagement activities, and they were given information on student-led conferences, as well as the requirements of their child's district rehabilitation plan. We expanded our enrollment supports to include interpreting services for our EL families and will continue to utilize our EL Liaison to support families during the enrollment process, and to ensure the accuracy of paperwork.

In 2018-19, this action is combined with Action 4.3.

\$17,911

Title 1D \$514
Title 1D \$258
Title 1A \$479
Title 1A \$160
Spec Ed \$13,000
Spec Ed \$3,500

OB 3XXX Title 1D \$514
OB 1XXX Title 1D \$258
OB 2XXX Title 1A \$479
OB 3XXX Title 1A \$160
OB 1XXX Spec Ed \$13,000
OB 3XXX Spec Ed \$3,500

\$19,026

Title 1D \$160
Title 1A \$479
Title 1A \$547
Title 1A \$269
Spec Ed \$13,700
Spec Ed \$3,871

OB 3XXX Title1ID \$160
OB 1XXX Title 1A \$479
OB 2XXX Title 1A \$547
OB 3XXX Title 1A \$269
OB 1XXX Spec Ed \$13,700
OB 3XXX Spec Ed \$3,871

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

There was a 8% increase in family involvement at school events based on sign-in sheets for attendance. We continue to enroll a robust SSC. Families are actively engaged in the IEP process for their students at least annually. The Love and Logic Program, as well as additional, individualized support services, are provided to families as needed.

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

Now that we have a SSC waiver, we are able to ensure parity of composition. We have seen a continual increase in parent involvement at our family engagement events. We attribute this to the positive school culture we have established, the changes that have been made to events based on parent feedback, and utilizing the parent liaison and English learner liaison to reach out to families and support their attendance at events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.1 budgeted \$11,250 – actual \$4,278: We did not spend as much money on printing costs, and we held one less school event per site.

4.4 budgeted \$3,991– actual \$683: We did not spend as much as planned on our English Learner Parent Liaison due to a decrease in Spanish only families at our sites. We also, did not have as many school events this year for our Parent Liaison to participate in.

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

Action 4.3 - Combined with Actions 4.4 and 4.5.

The 2018-19 Goals, Actions, and Services section reflects the revised description and combined budgeted expenses.

Goal 5

School Climate and Safety

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities:

Annual Measurable Outcomes

Expected

CCSS and Special Ed site facilities inspections with overall “Good” rating: 100%

Suspension Rates decrease from 6.72% to 5.72%

Actual

CCSS and Special Ed site facilities inspections were overall “Good” rating: 100%

Suspension Rates increased from 6.72% to 8.38%

Actions/Services

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

Action 1

Planned Actions/Services

Action: All safety plans will be updated annually by site safety teams.

5.1 Service: Principals or partnering building owner/site leaders will schedule required emergency drills and lead drill implementation as scheduled.

Actual Actions/Services

5.1 Special Ed and CCS staff and principals participated in quarterly Safety Committee meetings. Safety plans were reviewed, and are formally updated each year, fire drills, and lock down drills, and shelter in place drills were completed, and processes were reviewed to measure safety based on response time, adherence to safety plan guidelines regarding protocols for radio communication, student movement patterns, and communication before, during and after drills. These took place in coordination with the school sites where classes were located. Monthly safety committee meetings took place at Palmiter.

In 2018-19, this action is combined with 2017-18 Actions 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 and 5.9.

Budgeted Expenditures

\$300

LCFF \$100
Spec Ed \$200

OB 5XXX LCFF \$100
OB 5XXX Spec Ed \$200

Estimated Actual Expenditures

\$3,200

LCFF \$ 3,000
Spec Ed \$200

OB 5XXX LCFF \$3,000
OB 5XXX Spec Ed \$200

Action 2

Planned Actions/Services

Action: Sites will continue to reduce suspensions.

5.2 Service: Each campus will complete a quarterly review of suspension data and adjust programming and support as necessary. Develop reports to ensure accurate review of data.

Actual Actions/Services

5.2 Principals utilized a Tier 1-3 intervention system to monitor the level, need, and frequency of interventions and will continue to work with staff on effective interventions and alternatives to suspensions.

CCS Transition Specialists and Principals logged behavior data in Powerschool to identify areas of concern and adjusted programming based on site needs and behavioral patterns. Reviews of suspension data took place at least quarterly at Palmiter, Galt High ED, elementary ED programs, and other programs as appropriate. Behavior Intervention Plans were reviewed and updated regularly based on the students needs. This information was monitored and reviewed through a data

Budgeted Expenditures

\$11,779

Title 1D \$685
 Title 1D \$344
 Spec Ed \$10,750

OB 2XXX Title 1D \$685
 OB 3XXX Title 1D \$344
 OB 5XXX Spec Ed \$10,750

Estimated Actual Expenditures

\$17,088

Title 1A \$730
 Title 1A \$358
 Spec Ed \$16,000

OB 2XXX Title 1A \$730
 OB 3XXX Title 1A \$358
 OB 5XXX Spec Ed \$16,000

collection and monitoring system called Review 360. When reviewing data from last year into this year, there has been a significant decrease in referrals for inappropriate behavior. Systems of support have been added to motivate students and provide instruction about appropriate ways to interact and behave in school and in the community.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Improve campus and personal safety with respect to ALL students.

5.3 Service: All sites will review rehabilitation plans for Expelled Youth and SSP goals quarterly with students and refine SSP as necessary. Sites will ensure school safety for all students.

5.3 In addition to monitoring rehabilitation plans and SSPs quarterly, all community school campuses had access to School Resource Officers from the Sacramento Police and Sacramento County Sheriff's Departments, available during school hours if needed. 95% of students surveyed on our Community School campuses responded that they felt safe while at school. 2 out of 3 Community School sites had two Probation Officers assigned to each site and additional Probation Assistants to support students on formal and informal probation, and to increase safety.

In 2018-19, this action is combined with Action 5.1.

\$124,908

LCFF \$62,454
Spec Ed \$62,454

OB 5XXX LCFF \$62,454
OB 5XXX Spec Ed \$62,454

\$124,908

LCFF \$ 62,454
Spec Ed \$62,454

OB 5XXX LCFF \$62,454
OB 5XXX Spec Ed \$62,454

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Actions: Maintain clean and safe campuses across system.

5.4 Service: Hire or contract custodians to adequately clean and maintain all SCOE-owned CCS sites. (Custodial services.)

5.4 Commitment and actions were taken throughout SCOE to maintain facilities. Partnerships were established with local districts to maintain buildings where we were utilizing space on other campuses within districts. 85% of students and parents surveyed responded that our schools are clean and in good condition.

In 2018-19, this action is combined with Action 5.1.

\$285,959

LCFF \$132,351
 LCFF \$56,608
 LCFF \$29,000
 Spec Ed \$68,000

OB 2XXX LCFF \$132,351
 OB 3XXX LCFF \$56,608
 OB 5XXX LCFF \$29,000
 OB 5XXX Spec Ed \$68,000

\$296,619

LCFF \$138,552
 LCFF \$58,647
 LCFF \$29,000
 Spec Ed \$70,420

OB 2XXX LCFF \$138,552
 OB 3XXX LCFF \$58,647
 OB 5XXX LCFF \$29,000
 OB 5XXX Spec Ed \$70,420

Action 5

Planned Actions/Services

Action: Provide professional learning sequences in positive behavior supports.

5.5 Service: All staff trained in Positive Behaviors, Intervention, and Support (PBIS) or a similar program.

Actual Actions/Services

5.5 Probation staff provided activities and field trips to encourage pro-social behavior. Through this system, students earned gift cards, field trips and other incentive-based rewards for attendance and behavior. Students responded that they

Budgeted Expenditures

\$10,600

Title ID \$3,000
 Mental Health \$6,000
 Mental Health \$1,600

OB 5XXX Title ID \$3,000
 OB 1XXX Mental Health \$6,000

Estimated Actual Expenditures

\$7,222

Title ID \$0
 LCFF \$606
 Mental Health \$5,093
 Mental Health \$1,523

OB 5XXX Title ID \$0



wish to continue these activities and incentives.

PBIS (Positive Behavior Intervention and Supports) ongoing training and implementation took place at elementary ED programs, CCS, Palmiter, and Galt High School. Positive behavioral strategies were addressed and embedded into other programs.

Staff attended trainings with the SELPA related to being proactive, not Reactive, with student behavior and how to work effectively with students with a range of needs. Data tracking took place with the Review 360 system.

In 2018-19, this action is combined with Action 5.1.

OB 3XXX Mental Health \$1,600

OB 5XXX LCFF \$606
 OB 1XXX Mental Health \$5,093
 OB 3XXX Mental Health \$1,523

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Provide education-related mental health support to students.

5.6 Service: School psychologist and staff implement mental health support strategies. Provide continued support for mental health and social-emotional needs.

5.6 Mental Health First Aid training occurred for staff. Staff are applying some strategies learned in the training with students and families. Parent/family trainings took place to support mental health needs at home. Families were referred to outside agencies for additional services as appropriate. Support was provided through the SELPA with the Coordinator of Mental Health support who works with SCOE and local district practitioners to support mental health needs within the schools. Shared training with districts have provided opportunities for staff to learn together and share resources. This has increased staff knowledge and their ability to share more information with families. Training related to suicide prevention, Restorative Justice, Mindfulness, and creating a systematic process for support has also taken place.

\$133,500

Spec Ed \$102,500
Spec Ed \$31,000

OB 1XXX Spec Ed \$102,500
OB 3XXX Spec Ed \$31,000

\$138,012

Spec Ed \$106,479
Spec Ed \$31,533

OB 1XXX Spec Ed \$106,479
OB 3XXX Spec Ed \$31,533

Additional support has been provided to students in CCS, specifically in our court school, to address mental health needs through individual and group counseling by SCOE psychologists.

In 2018-19, combined with Action 5.1.

Action 7

Planned Actions/Services

Action: Improve safety of campus and personal safety of each Foster Youth.

5.7 A. Service: FYSCP will monitor non-graduated Foster Youth exiting SCOE schools to ensure they have enrolled in their new school and that school staff are aware of their foster status and of the educational rights it affords.

5.7 B. Service: An ICM will

Actual Actions/Services

5.7 A. FYSCP worked with school site staff to ensure that all Foster Youth in CCS and Special Ed participated in an enrollment process which included safety-related data. These efforts have been evidenced in our success indicators for this subgroup based on our Local Accountability System. In order to address the changes set forth in AB 854, which mandates that districts use LCFF and other

Budgeted Expenditures

\$32,664

5.7 A.

Foster Youth \$897

Foster Youth \$295

5.7 B.

Foster Youth \$15,246

Foster Youth \$5,783

5.7 C.

LCFF Supp & Conc \$7,682

LCFF Supp & Conc \$2,261

LCFF Supp & Conc \$500

Estimated Actual Expenditures

\$34,496

5.7 A.

Foster Youth \$933

Foster Youth \$299

5.7 B.

Foster Youth \$15,596

Foster Youth \$5,962

5.7 C.

LCFF Supp & Conc \$8,048

LCFF Supp & Conc \$2,281

LCFF Supp & Conc \$1,377

conduct home visits to designated Foster Youth (selection criteria TBD) to review the education rights of Foster Youth, AB 167, AB 12, the responsibilities of Ed Rights Holders, and strategies for school success.

5.7 C. Service: Leverage the resources of the countywide CYPM Network to increase safety for Foster Youth. (.05 FTE CCS administrator salaries)

available funds to provide direct services to their Foster Youth, this service has been changed to reflect that FYSCP no longer has access to safety-related data for Foster Youth. FYSCP will now support districts in identifying whether or not Foster Youth have enrolled in school and that the school is aware of their foster status. This will ensure that staff are available on each district campus to ensure all Foster Youth are receiving necessary support services to obtain their diploma.

5.7 B. Principals and Probation conducted regular home visits to Foster Youth enrolled in court schools, and Transition Specialists worked with Foster Youth ICMs to develop an Education Plan. These efforts have been evidenced in our success indicators for this subgroup based on our Local Accountability System.

5.7 C. Our SCOE Leadership

5.7 A.

OB 2XXX Foster Youth \$933

OB 3XXX Foster Youth \$299

5.7 B.

OB 2XXX Foster Youth \$15,596

OB 3XXX Foster Youth \$5,962

5.7 C.

OB 1XXX LCFF Supp & Conc
\$8,048

OB 3XXX LCFF Supp & Conc
\$2,281

OB 5XXX LCFF Supp & Conc
\$1,377

team met quarterly with the CYPM work group and Probation to examine data for this subgroup and pool resources to support all FY.

In 2018-19, this action is combined with Action 5.1.

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Improve process of sharing information related to school safety and environment with students, parents, and families in order to increase access to this information.

5.8 Service: SCOE will analyze school safety plans to ensure students who are Low Income, EL and Foster Youth and their parents/guardians have access to translated information regarding bullying, school safety, and Williams complaint procedures. (1/3 contracted translation services)

5.8 SCOE Safety Committee met quarterly to review safety plans and examine safety data, suspension data, and facilities reports. All documents related to bullying and school safety were translated into Spanish.

In 2018-19, combined with Action 5.1.

\$3,947

LCFF Supp & Conc \$1,667
Spec Ed \$2,280

OB 5XXX LCFF Supp & Conc \$1,667
OB 5XXX Spec Ed \$2,280

\$3,667

LCFF Supp & Conc \$1,667
Spec Ed \$2,000

OB 5XXX LCFF Supp & Conc \$1,667
OB 5XXX Spec Ed \$2,000

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Improve campus and personal safety for all populations.

5.9 A. Service: Principals will review suspension rates of students who are Low Income, EL and Foster Youth on a quarterly basis to determine if disproportionate discipline is present.

5.9 B. Service: Transition Specialist or FYSCP will gather input on Foster Youth school connectedness, ability to control behavior, and whether they have an adult mentor, and use this information to complete an education plan.

5.9 A. Principals reviewed suspension rates on at least a quarterly basis to determine if disproportionate discipline is present. Our WASC report noted that we had a disproportionate number of suspensions and disciplinary actions for young men of color. We are working with staff on progressive discipline, trauma informed teaching practices, and proactive approaches to student needs in order to address the data in this area.

5.9 B. Transition Specialists meet with our FY as needed to create and update the SSP as well as evaluate progress to personal and academic goals.

In 2018-19, this action is combined with Action 5.1.

\$6,183

5.9 A.
Title ID \$856
Title ID \$431
5.9 B.
Spec Ed \$100
Spec Ed \$35
Title ID \$3,168
Title ID \$1,593

5.9 A.
Title ID \$856
Title ID \$431
5.9 B.
Spec Ed \$100
Spec Ed \$35
Title ID \$3,168
Title ID \$1,593

\$6,528

5.9 A.
Title IA \$912
Title IA \$448
5.9 B.
Spec Ed \$100
Spec Ed \$35
Title IA \$3,376
Title IA \$1,657

5.9 A.
OB 2XXX Title IA \$912
OB 3XXX Title IA \$448
5.9 B.
OB 2XXX Spec Ed \$100
OB 3XXX Spec Ed \$35
OB 2XXX Title IA \$3,376
OB 3XXX Title IA \$1,657

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action: Expand community-based partners such as faith-based, employment training, recreation, and public safety to provide more comprehensive services for all CCS and Special Ed students.

5.10 Service: Continue to meet with a workgroup and develop an action plan to partner with community-based organizations in order to expand services for all CCS and Special Ed students.

5.10 SCOE has established a Guest Speaker series on our Community School campuses, voter registration, and are working to establish a robust civic engagement process for all students. We have partnerships with the Mayor's office, and other CBOs to encourage students to have a voice in their local community, and to give back to their local community.

In 2018-19, this action is combined with Action 1.8.

\$2,913

LCFF \$2,239

LCFF \$674

OB 1XXX LCFF \$2,239

OB 3XXX LCFF \$674

\$3,066

LCFF \$2,387

LCFF \$679

OB 1XXX LCFF \$2,387

OB 3XXX LCFF \$679

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Tiered systems of support are implemented and improved upon based on review of data.

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

Suspension rates decreased by 2% within the Court and Community Schools. However, the overall rate of suspensions increased due to a 6% increase in the Special Education programs. SCOE administrators will meet with Principals and school staff to continue to track behavioral data consistently, adjusting programming based on site and individual student needs, and utilizing a multi-tiered intervention system. We will refine our in-school intervention process and continue to develop methods to alternatives to suspension for disruption and defiance.

School safety committees meet at least quarterly to ensure the schools are prepared for emergencies, drills are taking place, and systems are set up to address needs. Stakeholder surveys indicate that staff reported that they felt safer on campus and prepared in case a crisis situation were to arise. We actively utilized our training in several lock down events, based upon adjacent police operations.

Based on feedback during the WASC follow-up report, we review suspension data and reviewed disproportionate data for young men of color. We expanded our mentoring partnerships to all community school sites, including an expanded contract with the HAWK Institute.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

5.1 budgeted \$300 – actual \$3,200: We spent more than we planned on Sacramento County Fire repair and inspection of fire extinguishers for all sites.

5.2 budgeted \$11,779 – actual \$17,088: Increase in the subscription costs for Review 360.

5.5 budgeted \$10,600 – actual \$7,222: PBIS training costs were less than anticipated.

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

Action 5.1 – Combined with Actions 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 and 5.9

Action 5.10 – Moved to Goal 1, merged into Action 1.8 and renumbered as Action 1.3

The 2018-19 Goals, Actions, and Services section reflects the revised descriptions and combined budgeted expenses.

Metric targets in 2018-19 and 2019-20 were revised to align with the increased Suspension Rate.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Stakeholder engagement processes began with School Site Councils in the Fall of 2017 with the development of the Single Plans for Student Achievement (SPSA) and review of the 2017-2018 LCAP goals.

Parents, community members, and SCOE personnel engaged in ongoing discussions during the winter and spring of the 2017-2018 school year. Principals led a variety of engagement processes, including: LCAP information and survey meetings, individual parent engagement and survey administration, EL parent engagement, parent and student engagement following student-led conferences, phone call engagement for parents/guardians of incarcerated students, email engagement for all parents, probation, during IEP and SST meetings, interviews, and group-home leadership engagement at site-specific locations.

2017-2018 Stakeholder Engagement Calendar

(Stakeholders were comprised of parents/guardians, students, administrators, teachers, transition specialists, school support staff, probation, community partners, nonprofit partners, and classified and certificated union groups.)

CCS Stakeholder Engagement Meetings and Surveys

(October 3, October 17, October 31, November 17, December 19, December 20, December 21, February 27)

Special Education Stakeholder Engagement Meetings and Surveys

(September 14, November 9, January 11, March 8, May 10)

November 30, 2017 - Student Stakeholder Meeting (El Centro Jr./Sr. High School)

December 12, 2017 - Student Stakeholder Meeting (Elinor Lincoln Hickey/North Area Community School)

December 20, 2017 - Student Stakeholder Meeting (CARE sites)

April 16, 2018 - District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC) meeting to review and comment on LCAP

April 16 & 17, 2018 - Community Partner Stakeholder Meeting (District Advisory Committee Meeting)

May 20, 2018 - Stakeholder Meeting with Sacramento County Office of Education Teachers Association (SCOETA) and California School Employees Association (CSEA)

Parent Stakeholder Meeting Back to School Event/ Student-Led Conferences (October 3, October 17, October 31)

LCAP Timeline

May 18, 2018 - LCAP completed

May 25, 2018 - LCAP submitted for Board packets and review

June 12, 2018 - Public Hearing on LCAP and budget

June 20, 2018 - Superintendent responds in writing to any written comments from stakeholder groups and notify public of opportunity to submit written comments

June 26, 2018 - LCAP and Budget (adoption action item) presented to SCOE Board

June 27, 2018 - LCAP submitted to CDE pending adoption

Impact on LCAP and Annual Update

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

The SCOE LCAP was built using input from multiple stakeholder groups. Input gathered was synthesized into five major areas of need that will be

addressed over the next three years. These areas of need were reflected in the SCOE LCAP goals. During our stakeholder meetings, the goals from last year were discussed and additional actions and services were included, as needed, for 2017-2018.

SCOE LCAP Goals

1. Attend School Regularly: Throughout the 2017-2018 school year we continued to consult with our Stakeholders from SCOE CCS and Special Education regarding ways to expand and increase programming and services in order to increase the average daily attendance of enrolled students at each program site. Attendance data was reviewed by our stakeholders, and we consulted with parents/guardians during engagement events, surveys, and daily interactions to develop support systems to improve their child's daily attendance. Data within daily reports from our SCOE Student Information Systems (SIS) department who track Average Daily Attendance (ADA), and analysis of our "Learning Readiness" indicator data within our SCOE Board adopted Accountability System for CCSs, showed a slight increase in our ADA during the 2017-2018 school year, underscoring the need to continue to focus our efforts to improve outcomes in this area.
2. Graduate from High School with Diploma or Equivalency: Stakeholders from SCOE CCS and Special Education programs stressed the continued importance of maximizing the number of students earning a Certificate of Completion, California High School Proficiency Exam (CHSPE), High School Diploma, or California High School Equivalency Certificate. This continues to be an important area of focus as well as we move into the 2018-2019 school year.
3. Prepare for College and Career: Stakeholders from SCOE CCS and Special Education programs expressed the need for all students to complete high school with essential life skills, prepared to complete post-secondary programs and secure employment. In many cases, input from Special Education programs expressed a desire for graduating students to continue to engage in programming after high school that increases self-sufficiency and inclusion in the community.
4. Involve Parents/Guardians: Stakeholders from SCOE CCS and Special Education programs expressed a continued desire to increase opportunities for parents/guardians to engage in their child's education on and off campus. Parents/guardians stated clearly that they would volunteer if asked and that they would like to participate in school activities. Through our surveys, input at parental engagement events, SSC, and DELAC meetings, we discovered that transportation and childcare are barriers that continue to prevent our families from participating as much as they would like. Our EL Parents no longer cited language as a barrier to school involvement, and we will continue to contract with our EL Parent Liaison to provide interpreting services as needed to be fully inclusive of our EL families. Parents/guardians stated they are pleased with the school overall; however, they would like us to continue to expand our Work Experience, Internships, College and Career Exploration, and Job Readiness options for their students. We continue to address these areas and work toward creating authentic and intentional opportunities for parents and guardians to be actively engaged in

their student's education and school activities, and will continue to expand our learning opportunities for all students.

5. Safe and Clean School Environment: Stakeholders from SCOE CCS and Special Education programs responded favorably to our facilities in general, but maintaining safe school environments continues to be an ongoing concern. This input came from staff, faculty, and partners who realize the need for continued training and partnerships to address the diverse social and emotional needs of our students. We will continue to provide training to address methods of supporting students impacted by trauma, multi-tiered systems of support, and increase options for students to receive mental health services on our campuses through partnering agencies or non-profit organizations. In addition to a safe and clean environment, continuing to provide a positive school climate and inclusive student engagement was also brought up by stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Attend School Regularly

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:**Identified Need:**

- Increase Average Daily Attendance Percentages at Court and Community Schools and programs, and Special Ed
- Decrease Chronically Absent Rate at Court and Community Schools and programs, and Special Ed

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Attendance Rate	<p>School Attendance Rate: 82.0%</p> <p>By subgroup:</p> <p>Expelled Students' Attendance Rate: 73.0%</p> <p>Foster Youth Attendance Rate: 83.54%</p>	<p>School Attendance Rate: 83.0%</p> <p>By subgroup:</p> <p>Expelled Students' Attendance Rate: 74.0%</p> <p>Foster Youth Attendance Rate: 85.0%</p>	<p>School Attendance Rate: 83.0%</p> <p>Foster Youth Attendance Rate: 88.0%</p>	<p>School Attendance Rate: 84.0%</p> <p>Foster Youth Attendance Rate: 89.0%</p>
Chronically Absent Rate	<p>Chronically Absent Rate: 30.67%</p> <p>By subgroup:</p> <p>Expelled Students' Chronically Absent Rate: 80.0%</p> <p>Foster Youth Chronically Absent Rate: 22.75%</p>	<p>Chronically Absent Rate: 29.0%</p> <p>By subgroup:</p> <p>Expelled Students' Chronically Absent Rate: 79.0%</p> <p>Foster Youth Chronically Absent Rate: 21.0%</p>	<p>Chronically Absent Rate: 29.0%</p> <p>Foster Youth Chronically Absent Rate: 21.0%</p>	<p>Chronically Absent Rate: 28.0%</p> <p>Foster Youth Chronically Absent Rate: 20.0%</p>

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action: Community School Enrollment Center will review, refine and improve the implementation of Parent/Guardian Attendance Contracts.

Service: School Site Council reviewed and approved attendance contract design and monitored implementation plan. Principals will continue to ensure these plans are utilized effectively for families.

In 2018-19 and 2019-20, Action 1.1 is merged with 2017-18 Actions 1.2, 1.3, 1.6, 1.7, and 1.9. The description and budgeted expenditures have been revised to reflect this change.

1.1 Principals and transition specialists monitor student attendance through contracts, daily automated calls home for absences and tardiness, review attendance policies with students, staff, and parents/guardians; in addition, Special Ed emphasizes increasing attendance of students with medical needs. Principals and transition specialists contract with Transcend Translations, an English learner parent liaison, SCOE translating services, and hold quarterly School Site Council and District English Learner Advisory Committee meetings with English learner parents/guardians to help families understand the importance of daily attendance and resources available to English learner families to get their child(ren) to school. Principals utilize Foster Focus, the Foster Youth database, and the Crossover Youth Practice Model team, and dedicated Foster Youth staff to closely monitor student attendance.

916 Ink supports students to create attendance infographic resource sheets, sites offer after school programming through Boy's and Girl's Club, Senior Extension, LINKS Mentoring, and sites hold daily drawings, monthly drawings and awards,

1.1 Principals and transition specialists monitor student attendance through contracts, daily automated calls home for absences and tardiness, review attendance policies with students, staff, and parents/guardians; in addition, Special Ed emphasizes increasing attendance of students with medical needs. Principals and transition specialists contract with Transcend Translations, an English learner parent liaison, SCOE translating services, and hold quarterly School Site Council and District English Learner Advisory Committee meetings with English learner parents/guardians to help families understand the importance of daily attendance and resources available to English learner families to get their child(ren) to school. Principals utilize Foster Focus, the Foster Youth database, and the Crossover Youth Practice Model team, and dedicated Foster Youth staff to closely monitor student attendance.

916 Ink supports students to create attendance infographic resource sheets, sites offer after school programming through Boy's and Girl's Club, Senior Extension, LINKS Mentoring, and sites hold daily drawings, monthly drawings and awards,

and quarterly parent/guardian luncheons, provide bi-weekly RT bus passes, field trips, and to positively reinforce the importance of daily attendance.

and quarterly parent/guardian luncheons, provide bi-weekly RT bus passes, field trips, and to positively reinforce the importance of daily attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,078	\$371,572	\$371,572
Source	LCFF \$5,078	\$17,180 LCFF \$38,345 LCFF S&C \$197,081 Foster Youth \$108,940 Title IA \$10,026 Spec Ed	\$17,180 LCFF \$38,345 LCFF S&C \$197,081 Foster Youth \$108,940 Title IA \$10,026 Spec Ed
Budget Reference	OB 2XXX LCFF \$3,004 OB 3XXX LCFF \$1,474 OB 5XXX LCFF \$600	\$223,615 OB 2XXX \$94,707 OB 3XXX \$4,500 OB 4XXX \$48,750 OB 5XXX	\$223,615 OB 2XXX \$94,707 OB 3XXX \$4,500 OB 4XXX \$48,750 OB 5XXX

Action #2

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

Students to be Served

Location(s)

Students with Disabilities

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Action: Coordinate with districts to utilize SARB process as appropriate.
 Service: Schedule home visits and/or IEP meetings to address attendance concerns and/or send attendance letters home. Develop individual plans to address attendance concerns.

1.2 Increase student attendance through routinely scheduled home visits, parent communication to address attendance concerns, the SARB process, student mentorships, and a check-in/check-out process at all school sites.

1.2 Increase student attendance through routinely scheduled home visits, parent communication to address attendance concerns, the SARB process, student mentorships, and a check-in/check-out process at all school sites.

In 2018-19 and 2019-20, Action 1.4 is merged with 2017-18 Action 1.5 and renumbered as Action 1.2.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,199	\$36,120	\$36,120
Source	Spec Ed \$2,199	\$36,120 Spec Ed	\$36,120 Spec Ed
Budget Reference	OB 2XXX Spec Ed \$1,032 OB 3XXX Spec Ed \$332 OB 5XXX Spec Ed \$835	\$25,000 OB 1XXX \$1,035 OB 2XXX \$9,185 OB 3XXX \$100 OB 4XXX \$800 OB 5XXX	\$25,000 OB 1XXX \$1,035 OB 2XXX \$9,185 OB 3XXX \$100 OB 4XXX \$800 OB 5XXX

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action: In CCS, principals and Probation will collaborate with non-profit partners to expand existing services and provide the most effective during and after school programming designed to draw all students to school on a daily basis.

Service: Continue to utilize our data sharing agreement with Probation to inform SCOE and Probation regarding Youth Service Center effectiveness (.4 FTE of data research staff). Refine and plan programming based upon last year's analysis.

Service: Principals, Assistant Principals, and Director will coordinate school-based and community-based partners to ensure a high level of service and interventions principally directed

1.3 Collaborate with non-profit partners and partner with probation to continue to expand services and provide the most effective during and after school programming designed to draw students to school and actively engage all students including probation supervised students. Expand community-based partners such as faith-based, employment training, recreation, and public safety to provide more comprehensive services for all CCS and Special Education students. Coordinate school-based and community-based partners to ensure a high level of service and interventions principally directed at improving outcomes for our unduplicated students.

Contract with the following nonprofit

1.3 Collaborate with non-profit partners and partner with probation to continue to expand services and provide the most effective during and after school programming designed to draw students to school and actively engage all students including probation supervised students. Expand community-based partners such as faith-based, employment training, recreation, and public safety to provide more comprehensive services for all CCS and Special Education students. Coordinate school-based and community-based partners to ensure a high level of service and interventions principally directed at improving outcomes for our unduplicated students.

Contract with the following nonprofit

at improving outcomes for our unduplicated students. (.5 FTE of 3 principals and CCS director). Principals will partner with Probation and CBOs to ensure we are providing the most effective and engaging services possible through during and after school programming to serve our Probation supervised students.

Service: Contract with the following nonprofit partners: 916 Ink, Green Tech, Earth Mama, Scholastic Journalism, HAWK Institute, and NCCT to provide academic support; career readiness/development/mentoring; literacy, research, and communication skills; and Construction training.

In 2018-19 and 2019-20, this action (previously Action 1.8) is combined with 2017-18 Action 5.10 and renumbered as Action 1.3.

partners: 916 Ink, Green Tech, Earth Mama, Scholastic Journalism, HAWK Institute, and NCCT to provide academic support; career readiness/development/mentoring; literacy, research, and communication skills; and Construction training.

Continue to utilize our data sharing agreement with Probation to inform SCOE and Probation regarding Youth Service Center effectiveness. Refine and plan programming based upon last year's analysis.

partners: 916 Ink, Green Tech, Earth Mama, Scholastic Journalism, HAWK Institute, and NCCT to provide academic support; career readiness/development/mentoring; literacy, research, and communication skills; and Construction training.

Continue to utilize our data sharing agreement with Probation to inform SCOE and Probation regarding Youth Service Center effectiveness. Refine and plan programming based upon last year's analysis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$540,358	\$531,929	\$531,929

Source

A.
LCFF S&C \$32,005
LCFF S&C \$11,503
CSAPA Local \$1,413
CSAPA Local \$457

B.
LCFF S&C \$61,949
LCFF S&C \$19,572

C.
Title IA \$40,000
Title ID \$49,230
LCFF S&C \$231,849
College Readiness \$16,500
CTEIG \$75,880

\$421,049 LCFF S&C
\$35,000 Title ID
\$75,880 CTEIG

\$421,049 LCFF S&C
\$35,000 Title ID
\$75,880 CTEIG

**Budget
Reference**

A.
OB 2XXX LCFF S&C \$32,005
OB 3XXX LCFF S&C \$11,503
OB 2XXX C-SAPA Local \$1,413
OB 3XXX C-SAPA Local \$457

B.
OB 1XXX LCFF S&C \$61,949
OB 3XXX LCFF S&C \$19,572

C.
OB 5XXX Title IA \$40,000
OB 5XXX Title ID \$49,230
OB 5XXX LCFF S&C \$231,849
OB 5XXX College Readiness \$16,500
OB 5XXX CTEIG \$75,880

\$69,716, OB 1XXX
\$51,882 OB 2XXX
\$39,056 OB 3XXX
\$371,276 OB 5XXX

\$69,716, OB 1XXX
\$51,882 OB 2XXX
\$39,056 OB 3XXX
\$371,276 OB 5XXX

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Graduate from High School with Diploma or Equivalency

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 9, 10

Local Priorities:

Identified Need:

- CCS need to improve HS Diploma, HiSET Passing, or Successful Transition Rates at Court and Community Schools and Special Ed

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Successful Transition Rate (Measures State Priorities 9 and 10. SCOE Leadership serves on multi-agency teams including district Placement Officers, Child Welfare, the Juvenile Courts, and Mental Health agencies. Each team meets quarterly to share data and coordinate instruction of Expelled Youth, and coordinate services to ensure the transfer of health and education records for Foster Youth.)

Successful Transition Rate Overall: 98.4%
By subgroup: Expelled Students: 94.5%
Foster Youth: 99.3%

Successful Transition Rate: 100%
By subgroup: Expelled Students: 95.5%
Foster Youth: 100%

Successful Transition Rate: 100%
Foster Youth: 100%

Successful Transition Rate:100%
Foster Youth: 100%

Middle School Dropout Rate	Middle School Dropout Rate: 0%	Middle School Dropout Rate: 0%	Middle School Dropout Rate: 0%	Middle School Dropout Rate: 0%
High School Dropout Rate	High School Dropout Rate: 2.43%	High School Dropout Rate: 1.43%	High School Dropout Rate: 0%	High School Dropout Rate: 0%
Local High School Graduation Rate	Local High School Graduation Rate per Unduplicated Student: 4.1%	Local High School Graduation Rate per Unduplicated Student: 5.0%	Local High School Graduation Rate per Unduplicated Student: 6.0%	Local High School Graduation Rate per Unduplicated Student: 7.0%
Local HiSET Passing Rate	Local HiSET Passing Rate per Unduplicated Student: 82.7%	Local HiSET Passing Rate per Unduplicated Student: 83.7%	Local HiSET Passing Rate per Unduplicated Student: 84.7%	Local HiSET Passing Rate per Unduplicated Student: 85.7%
English Learner Reclassification Rate (RFEP)	English Learner Reclassification Rate (RFEP): 0%	English Learner Reclassification Rate (RFEP): 1.0%	English Learner Reclassification Rate (RFEP): 2.0%	English Learner Reclassification Rate (RFEP): 3.0%
English Learner Progress	English learners meeting CELDT criterion: 51%	English learners meeting ELPAC criterion - New ELPAC Baseline (summer 2018)	English learners meeting ELPAC criterion: increase by 1%	English learners meeting ELPAC criterion: increase by 1%

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action: CCS/Special Ed Faculty will participate in professional learning sequences (ELA/ELD and math) and guidelines for implementing the CSS, and utilizing multi-tiered system of support to increase student academic performance.

Service: All CCS and Special Ed faculty will participate in CSS and professional learning sequences aligned with Universal Design for Learning principles.

- Improve Student Success Plan (SSP) and Individualized Learning Plan (ILP) process for all students.
- Implement CSS training and instruction, services and programs aligned with the Universal Design for Learning principles, including Unique Curriculum for students with more significant needs, and refine and review implementation.

In 2018-19 and 2019-20, Action 2.1 is merged with 2017-18 Actions 3.1 and 3.15. The description and budgeted expenditures are revised to reflect this change.

2.1 CCS/Special Ed faculty participate in professional learning sequences based on Universal Design for Learning principles and a multi-tiered system of support to improve outcomes in CCSS ELA and math, and NGSS. These sequences provide staff strategies to improve our Student Success Plans, Individualized Learning Plans, as well as implement the Unique Curriculum and ensure inclusive opportunities for our Special Ed students.

2.1 CCS/Special Ed faculty participate in professional learning sequences based on Universal Design for Learning principles and a multi-tiered system of support to improve outcomes in CCSS ELA and math, and NGSS. These sequences provide staff strategies to improve our Student Success Plans, Individualized Learning Plans, as well as implement the Unique Curriculum and ensure inclusive opportunities for our Special Ed students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$51,595	\$133,508	\$133,508
Source	Educator Effectiveness \$21,000 Spec Ed \$18,250 Spec Ed \$5,100 Spec Ed \$245 (Reliance Communications) Spec Ed \$7,000	\$16,000 LCFF \$68,697 LCFF S&C \$48,811 Spec Ed	\$16,000 LCFF \$68,697 LCFF S&C \$48,811 Spec Ed
Budget Reference	OB 5XXX Educator Effectiveness \$21,000 OB 1XXX Special Ed \$18,250 OB 3XXX Special Ed \$5,100 OB 5XXX Special Ed \$245 (Reliance Communications) OB 5XXX Spec Ed \$7,000	\$19,945 OB 1XXX \$50,354 OB 2XXX \$24,226 OB 3XXX \$200 OB 4XXX \$38,783 OB 5XXX	\$19,945 OB 1XXX \$50,354 OB 2XXX \$24,226 OB 3XXX \$200 OB 4XXX \$38,783 OB 5XXX

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Action: Improve SSP and ILP process for all students.

Service: All youth will create an SSP or ILP within the first week of enrollment with Teacher and Transition Specialist assistance. Students will have an in-depth understanding of their academic progress, transcripts, and pathways to graduation.

Service: All youth will lead a student conference with parent/guardian or conference surrogate on a semester basis to review SSP progress.

Service: Teachers will serve in an additional

2018-19 Actions/Services

2.2 School staff, including administrators, teachers, and intensive case managers, serve in an advisory capacity to support all students, including foster youth, by creating and monitoring a Student Success Plan or Individualized Learning Plan which supports student goal setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, verification of AB 12, AB 167, and AB 2306, and access to the University Crossover Youth Practice Model network of services.

2019-20 Actions/Services

2.2 School staff, including administrators, teachers, and intensive case managers, serve in an advisory capacity to support all students, including foster youth, by creating and monitoring a Student Success Plan or Individualized Learning Plan which supports student goal setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, verification of AB 12, AB 167, and AB 2306, and access to the University Crossover Youth Practice Model network of services.

advisory capacity working with students on decision making, transcript analysis, and review goal setting, and continuous daily student-led conversations regarding these areas. (1.5 FTE CCS teacher salaries to provide an additional period of intervention for CCS students)

Service: Increased staff support to provide instruction aligned to Universal Design for Learning principles, and additional supports and services to high-risk unduplicated students within the court school. (3.2 FTE court school teacher salaries)

In 2018-19 and 2019-20, Action 2.2 is merged with 2017-18 Actions 2.5 and 2.6. The description and budgeted expenditures are revised to reflect this change.

Additional support and interventions provided to English learners based on analysis of data that are aligned to the ELD Framework. English learner families have access to interpreting and translation services as needed to support their students at home.

Additional support and interventions provided to English learners based on analysis of data that are aligned to the ELD Framework. English learner families have access to interpreting and translation services as needed to support their students at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$958,040	\$944,935	\$944,935

Source

A.
Title 1D \$65,757
Title 1D \$33,064
LCFF Supp & Conc \$36,249
LCFF Supp & Conc \$10,974
Spec Ed \$109,800
Spec Ed \$33,500
B.
LCFF \$1,500
C.
LCFF Supp & Conc \$135,072
LCFF Supp & Conc \$46,369
D.
LCFF Supp & Conc \$290,702
LCFF Supp & Conc \$98,185
Title 1A \$72,676
Title 1A \$24,192

\$1,000 LCFF
\$667,341 LCFF S&C
\$41,059 Foster Youth
\$101,835 Title ID
\$133,700 Spec Ed

\$1,000 LCFF
\$667,341 LCFF S&C
\$41,059 Foster Youth
\$101,835 Title ID
\$133,700 Spec Ed

Budget Reference

A.
 OB 2XXX Title 1D \$65,757
 OB 3XXX Title 1D \$33,064
 OB 1XXX LCFF Supp & Conc \$36,249
 OB 3XXX LCFF Supp & Conc \$10,974
 OB 1XXX Spec Ed \$109,800 OB 3XXX Spec Ed \$33,500
 B.
 OB 5XXX LCFF \$1,500
 C.
 OB 1XXX LCFF Supp & Conc \$135,072
 OB 3XXX LCFF Supp & Conc \$46,369
 D.
 OB 1XXX LCFF Supp & Conc \$290,702
 OB 3XXX LCFF Supp & Conc \$98,185
 OB 1XXX Title 1A \$72,676
 OB 3XXX Title 1A \$24,192

\$597,466 OB 1XXX
 \$96,445 OB 2XXX
 \$245,523 OB 3XXX
 \$5,500 OB 5XXX

\$597,466 OB 1XXX
 \$96,445 OB 2XXX
 \$245,523 OB 3XXX
 \$5,500 OB 5XXX

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Action: Create student and parent focus groups to provide input and feedback on LCAP development, program strengths, and areas for improvement.

Service: Provide information about options for graduation (CHSPE, HiSET), conduct parent meetings, and provide feedback to improve student outcomes. Conduct student meetings to discuss this information as well.

2.3 Provide information to students and families about options for graduation (CHSPE, HiSET), and conduct parent and student focus groups to obtain feedback to improve student outcomes.

2.3 Provide information to students and families about options for graduation (CHSPE, HiSET), and conduct parent and student focus groups to obtain feedback to improve student outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,250	\$2,950	\$2,950
Source	Spec Ed \$250 LCFF \$9,000	\$250 Spec Ed \$1,500 LCFF \$1,200 Title II	\$250 Spec Ed \$1,500 LCFF \$1,200 Title II
Budget Reference	OB 5XXX Spec Ed \$250 OB 5XXX LCFF \$9,000	\$1,500 OB 4XXX \$1,450 OB 5XXX	\$1,500 OB 4XXX \$1,450 OB 5XXX

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Action: Continue to refine and improve the transcript request process for students in CCS and Special Ed schools.
 Service: SIS department will meet each semester to ensure the transcript request process is consistent and efficient. (.15 FTE of student information system staff salaries).

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

2.4 Student Information System department staff meet each semester to continuously improve the consistency and efficiency of the transcript request process for students in CCS and Special Ed schools.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

2.4 Student Information System department staff meet each semester to continuously improve the consistency and efficiency of the transcript request process for students in CCS and Special Ed schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,885	\$12,220	\$12,220

Source	LCFF S&C \$7,412 LCFF S&C \$3,163 Spec Ed \$850 Spec Ed \$360 Spec Ed \$100	\$10,625 LCFF S&C \$1,595 Spec Ed	\$10,625 LCFF S&C \$1,595 Spec Ed
Budget Reference	OB 2XXX LCFF S&C \$7,412 OB 3XXX LCFF S&C \$3,163 OB 2XXX Spec Ed \$850 OB 3XXX Spec Ed \$360 OB 5XXX Spec Ed \$100	\$8,485 OB 2XXX \$3,609 OB 3XXX \$125 OB 5XXX	\$8,485 OB 2XXX \$3,609 OB 3XXX \$125 OB 5XXX

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Action: Utilize data from Renaissance Learning to provide more comprehensive feedback on math and reading achievement for all CCS students.

Service: Implement Renaissance Learning short cycle assessment to measure growth or areas of need for all CCS students.

In 2018-19, this action (previously 2.7) is renumbered as Action 2.5.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

2.5 Administer Renaissance Learning short cycle assessments and utilize data to measure growth or areas of need in math and reading for all CCS students.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

2.5 Administer Renaissance Learning short cycle assessments and utilize data to measure growth or areas of need in math and reading for all CCS students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,059	\$17,048	\$17,048

Source	Title ID \$1,370 Title ID \$689 Title IA \$8,000	\$15,000 LCFF \$2,048 Title ID	\$15,000 LCFF \$2,048 Title ID
Budget Reference	OB 2XXX Title ID \$1,370 OB 3XXX Title ID \$689 OB 5XXX Title IA \$8,000	\$1,337 OB 2XXX \$712 OB 3XXX \$15,000 OB 5XXX	\$1,337 OB 2XXX \$712 OB 3XXX \$15,000 OB 5XXX

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Prepare for College and Careers

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

- Increase literacy and math proficiency rates on California Assessment of Student Performance and Progress (CAASPP), and Increase Ren Learn Star Reading and Math Scores, Woodcock-Johnson and WIAT
 - Maximize participation in the Early Assessment Program
 - Maximize proficiency in the Early Assessment Program
 - Support Staff in Increasing Competency in Implementing CSS
 - Increase UC a-g Completion Rate through Odysseyware course completion
 - Increase CTE completion rate for all student subgroups
 - Continue to ensure all student subgroups have appropriate instructional materials
 - Continue to ensure student subgroups have CSS aligned instructional materials
 - Continue to ensure all unduplicated subgroups have access to UC a-g, CTE, and diploma track coursework
- *Due to the high mobility rates of our students, we do not offer Advanced Placement Courses.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Short Cycle assessments and cognitive assessments	<p>Ren Learn Reading: Improve 0.1% grade level per month Court Schools: 48.3% Community Schools: 50.6%</p> <p>Ren Learn Math: Improve 0.1% grade level per month Court Schools: 47.6% Community Schools: 47.1%</p>	<p>Ren Learn Reading Court Schools: 49.3% Community Schools: 51.6%</p> <p>Ren Learn Math Court Schools: 48.6% Community Schools: 48.1%</p>	<p>Ren Learn Reading Court Schools: 50.3% Community Schools: 52.6%</p> <p>Ren Learn Math: Court Schools: 49.6% Community Schools: 49.1%</p>	<p>Ren Learn Reading: Court Schools: 51.3% Community Schools: 53.6%</p> <p>Ren Learn Math: Court Schools: 51.6% Community Schools: 50.1%</p>
California Assessment of Student Performance and Progress (CAASPP)	<p>CAASPP Participation Rates ELA: 59.0% Math: 60.0%</p> <p>CAASPP Achievement Rates ELA: 6.0% Math: 2.0%</p>	<p>CAASPP Participation Rates ELA: 60.0% Math: 61.0%</p> <p>CAASPP Achievement Rates ELA: 7.0% Math: 3.0%</p>	<p>CAASPP Participation Rates ELA: 61.0% Math: 62.0%</p> <p>CAASPP Achievement Rates ELA: 7.0% Math: 4.0%</p>	<p>CAASPP Participation Rates ELA: 62.0% Math: 63.0%</p> <p>CAASPP Achievement Rates ELA: 7.0% Math: 5.0%</p>

Early Assessment Program Participation Rates (Low percentages of 11th graders have participated in the past)

Early Assessment Program Participation Rate: 46.5%
 ELA: Ready 1.0%
 Conditionally Ready 6.0%
 Math: Ready 1.0%
 Conditionally Ready 1.0%

Early Assessment Program Participation Rate: 47.5%
 ELA: Ready 2.0%,
 Conditionally Ready 7.0%
 Math: Ready 2.0%,
 Conditionally Ready 2.0%

Early Assessment Program Participation Rate: 48.5%
 ELA: Ready 3.0%,
 Conditionally Ready 8.0%
 Math: Ready 3.0%,
 Conditionally Ready 3.0%

Early Assessment Program Participation Rate: 49.5%
 ELA: Ready 4.0%,
 Conditionally Ready 9.0%
 Math: Ready 4.0%,
 Conditionally Ready 4.0%

Teacher Self Assessment Survey of State Standards Implementation
 % of teachers indicating they are confident in their ability to teach the state standards increase annually by 5.0%

Baseline will be established in the 2017-2018 school year

% of teachers indicating they are confident in their ability to teach the state standards:
 CCSS ELA 67%
 CCSS Math 78%
 ELD 44%
 NGSS 13%

% of teachers are confident in their ability to teach the state standards
 CCSS ELA 77%
 CCSS Math 88%
 ELD 54%
 NGSS 23%

% of teachers are confident in their ability to teach the state standards
 CCSS ELA 87%
 CCSS Math 98%
 ELD 64%
 NGSS 33%

Odysseyware UC a-g Completion Rate

UC a-g Course Completion Rate: 14.2%

UC a-g Course Completion Rate: 15.2%

UC a-g Course Completion Rate: 30.0%

UC a-g Course Completion Rate: 31.0%

<p>Powerschool enrollment and completion data, Career Readiness Team Audit</p>	<p>CTE Completion Rate: 18.1%</p>	<p>CTE Completion Rate: 19.1%</p>	<p>CTE Completion Rate: 20.1%</p>	<p>CTE Completion Rate: 21.1%</p>
<p>Verification Process for Special Settings (VPSS) completion rates</p>	<p>Teacher Misassignment Rate: 0% Fully Credentialed: 100%</p>	<p>Teacher Misassignment Rate: 0% Fully Credentialed: 100%</p>	<p>Teacher Misassignment Rate: 0% Fully Credentialed: 100%</p>	<p>Teacher Misassignment Rate: 0% Fully Credentialed: 100%</p>
<p>Student and parent surveys, and site facilities review</p>	<p>Instructional Materials Survey documenting all subgroups have appropriate instructional materials: 100%</p>	<p>Instructional Materials Survey documenting all subgroups have appropriate instructional materials maintain 100%</p>	<p>Instructional Materials Survey documenting all subgroups have appropriate instructional materials maintain 100%</p>	<p>Instructional Materials Survey documenting all subgroups have appropriate instructional materials maintain 100%</p>
<p>LCAP Surveys: Indicated we have sufficient instructional materials and supplies</p>	<p>All students have access to CSS instructional materials and supplies: 100%</p>	<p>All students have access to CSS instructional materials and supplies: 100%</p>	<p>All students have access to CSS instructional materials and supplies: 100%</p>	<p>All students have access to CSS instructional materials and supplies: 100%</p>

All students have access to a broad course of study (Core academics, ELD, CTE)

All students have access to a broad course of study (Core academics, ELD, CTE): 100%

All students have access to a broad course of study (Core academics, ELD, CTE): 100%

All students have access to a broad course of study (Core academics, ELD, CTE): 100%

All students have access to a broad course of study (Core academics, ELD, CTE): 100%

Planned Actions/Services

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

Action #1

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Action: Ensure Highly Qualified Teachers (HQT) in all CCS and Special Ed programs.

Service: Hire HQT teachers and appropriately credentialed administrators. Additional support to provide greater access to curriculum and instructional opportunities to address the increase in the percentage of students receiving special education services in our CCS programs (Salaries for HQ faculty, administrators, and support staff)

Service: Utilize Verification Process for Special Settings (VPSS) credentialing process to ensure CCS and Special Ed teachers are appropriately credentialed.

Service: Utilize instructional materials aligned to the CSS.

In 2018-19 and 2019-20, this action

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

3.1 Ensure CCS and Special Ed teachers are appropriately credentialed by utilizing the Verification Process for Special Settings credentialing process and are implementing standards-aligned curriculum. Hire appropriately credentialed and effective support staff including transition specialists, assessment/data specialists, mental health specialists, and behavior management technicians to support family and student engagement.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

3.1 Ensure CCS and Special Ed teachers are appropriately credentialed by utilizing the Verification Process for Special Settings credentialing process and are implementing standards-aligned curriculum. Hire appropriately credentialed and effective support staff including transition specialists, assessment/data specialists, mental health specialists, and behavior management technicians to support family and student engagement.

(previously 3.2) is combined with 2017-18 Action 3.10 and renumbered as Action 3.1. The description and budgeted expenditures in 2018-19 and 2019-20 have been revised to reflect this change.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,276,542	\$8,674,054	\$8,674,054
Source	A. LCFF \$1,849,453 LCFF \$274,118 LCFF \$764,971 Spec Ed \$3,300,000 Spec Ed \$1,060,000 B. Title II \$1,000 Spec Ed \$7,000 C. Lottery \$20,000	\$3,314,932 LCFF \$68,697 LCFF S&C \$370,425 Title IA \$1,000 Title II \$20,000 Lottery \$4,411,000 Spec Ed \$414,000 IDEA 74,000 Mental Health	\$3,314,932 LCFF \$68,697 LCFF S&C \$370,425 Title IA \$1,000 Title II \$20,000 Lottery \$4,411,000 Spec Ed \$414,000 IDEA 74,000 Mental Health

Budget Reference

<p>A. OB 1XXX LCFF \$1,849,453 OB 2XXX LCFF \$274,118 OB 3XXX LCFF \$764,971 OB 1XXX Spec Ed \$3,300,000 OB 3XXX Spec Ed \$1,060,000 B. OB 5XXX Title II \$1,000 OB 5XXX Spec Ed \$7,000 Budget Reference C. OB 4XXX Lottery \$20,000</p>	<p>\$5,638,514 OB 1XXX \$745,979 OB 2XXX \$2,259,621 OB 3XXX \$2,000 OB 4XXX \$27,940 OB 5XXX</p>	<p>\$5,638,514 OB 1XXX \$745,979 OB 2XXX \$2,259,621 OB 3XXX \$2,000 OB 4XXX \$27,940 OB 5XXX</p>
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Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Action: All CCS and Special Ed students will engage in College/Career course sequences tailored for their individual situation.

Service: Special Ed Teams will develop Transition Plans within IEPs.

Service: CCS Principals will develop Student Success Plans with embedded Career Plans and individualized course completion plans.

Service: Each CCS and expelled student SSP or ILP will include additional planned outcomes such as anger management, leadership training, a CTE sequence designed to improve career readiness, and will enroll in a course sequence designed to recover missing credits and complete the core curriculum.

In 2018-19 and 2019-20, Action 3.3 (2017-18) is combined with 2017-18 Actions 3.8

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

3.2 CTE Teachers lead site-based "Career Readiness Teams" that include principals, academic teachers, counselors, Probation, and community partners to ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry level employment. Additionally, these teams will ensure all CCS and Special Ed students develop Transition Plans within IEPs, Student Success Plans, and Individualized Learning Plans embedded with Career Exploration, Job Readiness goals, and additional planned outcomes such as counseling, anger management, credit recovery, college enrollment and support.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

3.2 CTE Teachers lead site-based "Career Readiness Teams" that include principals, academic teachers, counselors, Probation, and community partners to ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry level employment. Additionally, these teams will ensure all CCS and Special Ed students develop Transition Plans within IEPs, Student Success Plans, and Individualized Learning Plans embedded with Career Exploration, Job Readiness goals, and additional planned outcomes such as counseling, anger management, credit recovery, college enrollment and support.

and 3.9 and renumbered as Action 3.2. The action description and budgeted expenditures have been revised to reflect this change.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$180,921	\$756,402	\$756,402
Source	A. Workability \$65,000 Workability \$31,000 Spec Ed \$57,000 Spec Ed \$17,000 B. Title IA \$1,436 Title IA \$479 Title ID \$1,712 Title ID \$861 C. Title ID \$4,280 Title ID \$2,153	\$425,651 LCFF S&C \$351 Title IA \$20,183 Title ID \$160,317 Workability \$136,400 Spec Ed \$13,500 Lottery	\$425,651 LCFF S&C \$351 Title IA \$20,183 Title ID \$160,317 Workability \$136,400 Spec Ed \$13,500 Lottery

Budget Reference

<p>A. OB 2XXX Workability \$65,000 OB 3XXX Workability \$31,000 OB 1XXX Spec Ed \$57,000 OB 3XXX Spec Ed \$17,000 B. OB 1XXX Title IA \$1,436 OB 3XXX Title IA \$479 OB 2XXX Title ID \$1,712 OB 3XXX Title ID \$861 C. OB 2XXX Title ID \$4,280 OB 3XXX Title ID \$2,15</p>	<p>\$397,461 OB 1XXX \$128,390 OB 2XXX \$194,199 OB 3XXX \$13,500 OB 4XXX \$22,851 OB 5XXX</p>	<p>\$397,461 OB 1XXX \$128,390 OB 2XXX \$194,199 OB 3XXX \$13,500 OB 4XXX \$22,851 OB 5XXX</p>
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Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Action: Each Foster Youth student in CCS will have access to an intentional course sequence designed to recover missing credits and engage in the core curriculum.
 Service: Each Foster Youth SSP or ILP will include an individualized course completion plan as well as additional planned outcomes such as anger management, leadership training, and career readiness. 3.4 B.
 Service: ICMs at Court Schools will provide options for credit recovery and additional educational support to recover missing credits.
 Service: An ICM will complete a thorough intake process which includes an intake interview, the updating of student information into Foster Focus, retrieving, updating and storing transcripts in Foster Focus and

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

3.3 CCS staff support all students with a graduation plan with supports tailored to their needs. Intensive Case Managers and CCS staff provide options for credit recovery and additional education support to recover missing credits. Intensive Case Manager completes a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Intensive Case Managers provides ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and CCS and Special Ed staff regarding AB 167, AB 1806, AB 854.
 Continue implementation of a community-

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

3.3 CCS staff support all students with a graduation plan with supports tailored to their needs. Intensive Case Managers and CCS staff provide options for credit recovery and additional education support to recover missing credits. Intensive Case Manager completes a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Intensive Case Managers provides ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and CCS and Special Ed staff regarding AB 167, AB 1806, AB 854.
 Continue implementation of a community-

Power School, and an AB 167 review to ensure all Foster Youth are on a diploma, or HiSET track. The ICM will also utilize Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior for students attending schools in Sacramento or any other county using the Foster Focus system.

In 2018-19 and 2019-20, this action (previously 3.4) is combined with 2017-18 Actions 3.11, 3.12, 3.13, 3.16, 3.17, and 3.18, and renumbered as Action 3.3. The description and budgeted expenditures have been revised to reflect this change.

based wellness program for initial and ongoing health, vision, and dental care for all students in CCS and Special Ed programs. Continue implementation of independent living skills and financial literacy program at all CCS school sites. Continue life skills class for all CCS and Special Ed students that incorporates health, wellness, and transition skills. Continue to refine Crossover Youth Practice Model network in CCS and leverage the network to support cognitive education and financial literacy across the county.

based wellness program for initial and ongoing health, vision, and dental care for all students in CCS and Special Ed programs. Continue implementation of independent living skills and financial literacy program at all CCS school sites. Continue life skills class for all CCS and Special Ed students that incorporates health, wellness, and transition skills. Continue to refine Crossover Youth Practice Model network in CCS and leverage the network to support cognitive education and financial literacy across the county.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$79,243	\$730,408	\$730,408

Source

A.
 Title 1D \$3,424
 Title 1D \$1,722
 B.
 Foster Youth \$10,164
 Foster Youth \$3,855
 C.
 Foster Youth \$40,657
 Foster Youth \$15,421
 Title IA \$4,000

\$500 LCFF
 \$402,164 LCFF S&C
 \$105,120 Foster Youth
 \$145,522 Title IA
 \$52,102 Title ID
 \$25,000 Spec Ed

\$500 LCFF
 \$402,164 LCFF S&C
 \$105,120 Foster Youth
 \$145,522 Title IA
 \$52,102 Title ID
 \$25,000 Spec Ed

Budget Reference

A.
 OB 2XXX Title 1D \$3,424
 OB 3XXX Title 1D \$1,722
 B.
 OB 2XXX Foster Youth \$10,164
 OB 3XXX Foster Youth \$3,855
 C.
 OB 2XXX Foster Youth \$40,657
 OB 3XXX Foster Youth \$15,421
 OB 5XXX Title IA \$4,000

\$350,968 OB 1XXX
 \$181,143 OB 2XXX
 \$185,797 OB 3XXX
 \$1,000 OB 4XXX
 \$11,500 OB 5XXX

\$350,968 OB 1XXX
 \$181,143 OB 2XXX
 \$185,797 OB 3XXX
 \$1,000 OB 4XXX
 \$11,500 OB 5XXX

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Action: Prepare middle school students for high school and career development.
 Service: Explore learning pathways and career pathways, provide agency connections, and complete post-secondary and employment tours with middle school students.

 In 2018-19 and 2019-20, this action

2018-19 Actions/Services

3.4 CCS principals, teachers, and transition specialists continue to refine a study skills component available to all students, develop additional options for engaging students in academic skill building, and volunteering/community service opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-

2019-20 Actions/Services

3.4 CCS principals, teachers, and transition specialists continue to refine a study skills component available to all students, develop additional options for engaging students in academic skill building, and volunteering/community service opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-

(previously 3.5) is combined with 2017-18 Actions 3.6 and 3.7, and renumbered as Action 3.4. The description and budgeted expenditures have been revised to reflect this change.

secondary and employment tours with middle and high school students.

secondary and employment tours with middle and high school students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,700	\$83,255	\$83,255
Source	LCFF \$5,000 Spec Ed \$3,000 Workability \$12,000 Workability \$5,700	\$10,000 LCFF \$53,750 Spec Ed \$19,505 Workability	\$10,000 LCFF \$53,750 Spec Ed \$19,505 Workability
Budget Reference	OB 5XXX LCFF \$5,000 OB 5XXX Spec Ed \$3,000 OB 2XXX Workability \$12,000 OB 3XXX Workability \$5,700	\$13,509 OB 2XXX \$5,996 OB 3XXX \$3,000 OB 4XXX \$60,750 OB 5XXX	\$13,509 OB 2XXX \$5,996 OB 3XXX \$3,000 OB 4XXX \$60,750 OB 5XXX

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 4

Involve Parents and Guardians

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Identified Need:

- Increase parent/guardian engagement
- Increase meaningful parent/guardian engagement at school sites through additional engagement opportunities/create meaningful engagement opportunities for parents/guardians at their child's school.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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All student subgroups,parents/guardians attend a school event once per semester after enrollment process

Parents/guardians attend a school event once per semester after enrollment process: 50%
Site councils meet at least 4 times per year to increase parent input and involvement in decision making processes: 4 times per year

Parents/guardians attend a school event once per semester: 55.0%
Site councils meet: 4 times per year

Parents/guardians attend a school event once per semester: 55.0%
Site councils meet: 4 times per year

Parents/guardians attend a school event once per semester: 55.0%
Site councils meet: 4 times per year

SCOE LCAP Survey and Annual Survey of stakeholder involvement

Offer high-quality parental engagement and support programs for all students including unduplicated students and students with exceptional needs: 100%

Offer high-quality parental engagement and support programs for all students including unduplicated students and students with exceptional needs: 100%

Offer high-quality parental engagement and support programs for all students including unduplicated students and students with exceptional needs: 100%

Offer high-quality parental engagement and support programs for all students including unduplicated students and students with exceptional needs: 100%

Parent, student, and staff sense of school safety, school connectedness and positive school climate

Increase sense of school safety, school connectedness and positive school climate through input at school engagement events 4 times a year and informally through daily interactions with parents/guardians, during IEP and SST meetings, and through other outreach efforts: 100%

Increase sense of school safety, school connectedness and positive school climate through input at school engagement events 4 times a year and informally through daily interactions with parents/guardians, during IEP and SST meetings, and through other outreach efforts: 100%

Increase sense of school safety, school connectedness and positive school climate through input at school engagement events 4 times a year and informally through daily interactions with parents/guardians, during IEP and SST meetings, and through other outreach efforts: 100%

Increase sense of school safety, school connectedness and positive school climate through input at school engagement events 4 times a year and informally through daily interactions with parents/guardians, during IEP and SST meetings, and through other outreach efforts: 100%

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Action: Parents/guardians of all enrolling community schools and Special Ed students will complete a comprehensive enrollment process.

Service: Each parent/guardian will complete an enrollment process with their child, contribute to the SSP or ILP, and to the IEP, confirm attendance at the next student-led conference, or participate in the IEP and an update on district rehabilitation plans will be provided.

Service: Parents/guardians/caregivers Foster Youth and FYSCP will contribute to

4.1 Ensure parent/guardian/caregiver participation in the enrollment process at community schools and Special Ed programs, the development of Student Success Plans or Individual Learning Plans, student-led conferences, and the IEP process. Provide outreach support to parents/guardians/caregivers to help them understand the importance of their participation in these processes.

4.1 Ensure parent/guardian/caregiver participation in the enrollment process at community schools and Special Ed programs, the development of Student Success Plans or Individual Learning Plans, student-led conferences, and the IEP process. Provide outreach support to parents/guardians/caregivers to help them understand the importance of their participation in these processes.

the SSP or ILP, and when possible, attend the next student-led conference.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,250	\$8,000	\$8,000
Source	LCFF \$9,250 Spec Ed \$2,000	\$6,000 LCFF \$2,000 Spec Ed	\$6,000 LCFF \$2,000 Spec Ed
Budget Reference	OB 5XXX LCFF \$9,250 OB 5XXX Spec Ed \$2,000	\$8,000 OB 5XXX	\$8,000 OB 5XXX

Action #2

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

Students to be Served

Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action: Parents/guardians will increase participation in school activities.
 Service: Parents/guardians will participate in at least two school events per year.

4.2 Provide outreach to parents/guardians of students with disabilities to increase participation in school activities and events.

4.2 Provide outreach to parents/guardians of students with disabilities to increase participation in school activities and events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Spec Ed \$2,000	\$2,000 Spec Ed	\$2,000 Spec Ed
Budget Reference	OB 5XXX Spec Ed \$2,000	\$2,000 OB 5XXX	\$2,000 OB 5XXX

Action #3

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

Students to be Served

Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Action: Parents/guardians of students receiving Special Ed services will receive information related to resources in the community to support individual student and family needs.

2018-19 Actions/Services

4.3 Transition specialists and English learner liaison ensure that parents/guardians of low income students, foster youth, English learners, and Special Education students receive appropriate information related to

2019-20 Actions/Services

4.3 Transition specialists and English learner liaison ensure that parents/guardians of low income students, foster youth, English learners, and Special Education students receive appropriate information related to

Service: Parents/guardians will receive a list of appropriate resources as needed.

In 2018-19 and 2019-20, Action 4.3 is combined with 2017-18 Actions 4.4 and 4.5. The description and budgeted expenditures have been revised to reflect this change.

resources in the community to acquire assistance with parenting, substance abuse, post-secondary, and career options.

resources in the community to acquire assistance with parenting, substance abuse, post-secondary, and career options.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$27,035	\$27,035
Source	Special Ed \$1,000	\$6,885 Title IA \$701 Title ID \$19,449 Spec Ed	\$6,885 Title IA \$701 Title ID \$19,449 Spec Ed
Budget Reference	OB 5XXX Spec Ed \$1,000	\$14,776 OB 1XXX \$5,501 OB 2XXX \$5,759 OB 3XXX \$1,000 OB 5XXX	\$14,776 OB 1XXX \$5,501 OB 2XXX \$5,759 OB 3XXX \$1,000 OB 5XXX

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 5

School Climate and Safety

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities:

Identified Need:

- Maintain clean school environments
 - Continue to increase campus and community safety
 - Expand community-based partners to support the social and emotional needs of CCS and Special Ed students and families
- *SCOE does not expel students from our programs, so we do not have an expulsion rate.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Facilities inspections with overall "Good" rating	CCSS and Special Ed site facilities inspections with overall "Good" rating: 100	CCSS and Special Ed site facilities inspections with overall "Good" rating: 100	CCSS and Special Ed site facilities inspections with overall "Good" rating: 100	CCSS and Special Ed site facilities inspections with overall "Good" rating: 100
Suspension Rate	Suspension Rate: 6.72%	Suspension Rate: 5.72%	Suspension Rate: 6%	Suspension Rate: 5%

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth

Limited to Unduplicated Student Groups

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Action: All safety plans will be updated annually by site safety teams.

5.1 Service: Principals or partnering building owner/site leaders will schedule required emergency drills and lead drill implementation as scheduled.

In 2018-19, this action is combined with 17-18 Actions 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 and 5.9. The action description is revised and budgeted expenditures are combined.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Continue to improve campus and personal safety of all students by analyzing and revising emergency plans and school safety plans, annually; and reviewing rehabilitation plans for expelled students and foster youth, quarterly. Leverage the resources of the Crossover Youth Practice Model Network to increase safety for Foster Youth. School psychologists and staff will implement mental health support strategies to ensure students' social-emotional needs are met. Staff will continue to participate in professional learning sequences in Positive Behavioral Intervention and Supports. Continue to improve communication with students and families regarding school safety and the learning environment. Provide translation information regarding bullying, school safety, and Williams compliant procedures.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Continue to improve campus and personal safety of all students by analyzing and revising emergency plans and school safety plans, annually; and reviewing rehabilitation plans for expelled students and foster youth, quarterly. Leverage the resources of the Crossover Youth Practice Model Network to increase safety for Foster Youth. School psychologists and staff will implement mental health support strategies to ensure students' social-emotional needs are met. Staff will continue to participate in professional learning sequences in Positive Behavioral Intervention and Supports. Continue to improve communication with students and families regarding school safety and the learning environment. Provide translation information regarding bullying, school safety, and Williams compliant procedures.

Principals monitor suspension rates of individual students groups quarterly to identify and address any potential disproportionalities.

In addition, SCOE will maintain clean and safe campuses by providing custodial services.

Principals monitor suspension rates of individual students groups quarterly to identify and address any potential disproportionalities.

In addition, SCOE will maintain clean and safe campuses by providing custodial services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300	\$626,916	\$626,916
Source	LCFF \$100 Spec Ed \$200	\$285,413 LCFF \$13,686 LCFF S&C \$20,529 Foster Youth \$7,105 Title IA \$291,883 Spec Ed \$8,300 Mental Health	\$285,413 LCFF \$13,686 LCFF S&C \$20,529 Foster Youth \$7,105 Title IA \$291,883 Spec Ed \$8,300 Mental Health
Budget Reference	OB 5XXX LCFF \$100 OB 5XXX Spec Ed \$200	\$126,652 OB 1XXX \$152,083 OB 2XXX \$105,372 OB 3XXX \$1,000 OB 4XXX \$241,808 OB 5XXX	\$126,652 OB 1XXX \$152,083 OB 2XXX \$105,372 OB 3XXX \$1,000 OB 4XXX \$241,808 OB 5XXX

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5.2 To reduce suspensions, each campus will complete a quarterly review of suspension data and adjust programming and support as necessary. Develop reports to ensure accurate review of data.

2018-19 Actions/Services

5.2 To reduce suspensions, each campus will complete a quarterly review of suspension data and adjust programming and support as necessary. Develop reports to ensure accurate review of data.

2019-20 Actions/Services

5.2 To reduce suspensions, each campus will complete a quarterly review of suspension data and adjust programming and support as necessary. Develop reports to ensure accurate review of data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,779	\$17,024	\$17,024
Source	Title 1D \$685 Title 1D \$344 Spec Ed \$10,750	\$1,024 Title IA \$16,000 Spec Ed	\$1,024 Title IA \$16,000 Spec Ed
Budget Reference	OB 2XXX Title 1D \$685 OB 3XXX Title 1D \$344 OB 5XXX Spec Ed \$10,750	\$668 OB 2XXX \$356 OB 3XXX \$16,000 OB 5XXX	\$668 OB 2XXX \$356 OB 3XXX \$16,000 OB 5XXX

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$1,244,467

Percentage to Increase or Improve Services

4.36%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

County offices of education receive LCFF funds based on court and community school (CCS) average daily attendance (ADA), along with funding for other county operations. Due in part to changes to Education Code section 1981 and a decrease in probation referrals, Sacramento County Office of Education (SCOE) saw a decrease in the number of ADA reimbursable in the LCFF formula. SCOE will receive reimbursements through agreements with the districts for our students who participate in our programs but are not counted in SCOE CCS ADA. Accordingly, LCFF funding based on ADA will decrease significantly in 2017-2018.

In 2017-2018, SCOE will receive \$1.2 million in supplemental and concentration funds. This amount and the percentage to increase and improve services is significantly less than the previous year. However, funding to implement LCAP actions and services that contribute to increased and improved services totals more than 100% of the supplemental and concentration funding received in 2017-2018 due to other (non-pupil driven) LCFF funds being transferred to support our CCS programs. Supplemental and concentration funds will be principally directed towards meeting the goals for

our unduplicated students attending our CCS by creating small school settings with support staff and low student-teacher ratios to provide students with individualized services and supports to ensure their success. Our students have every ability to be successful, but need a lot of help with prioritizing decisions, identifying the gaps in their academic history, and rebuilding their missing skills. In our experience, we have found the services and supports described below to be effective in meeting our goals for our unduplicated students who have not been successful in the public school system with the normal level of supports.

Described below are SCOE's planned actions and services to be implemented on an LEA-wide or schoolwide basis funded by supplemental and concentration funds received in 2017-2018. These actions and services are principally directed to our high needs students (e.g., low income, Foster Youth, English learners, expelled students and incarcerated youth) through an intentionally-designed system equipped with a team of professionals and community partners. A low ratio of students to adults allows for small school settings that are highly responsive to the individual needs of each of our unduplicated students. Supported by a decade of research by Karen Hawley Miles, former Commissioner on the Equity and Excellence Commission for the U.S. Department of Education and current President of Education Resource Strategies, the basic principles of strategic resource use emphasize the organization of teachers and teams to maximize student learning, the development of community partnerships, and the establishment of personalized learning and supports (2015). The following planned actions and services are grounded in this research, ensuring SCOE's unduplicated students have access to personalized academic and social/emotional supports that are reinforced through positive adult-student relationships.

- **Coordinated Services:** In partnership with Sacramento Probation, SCOE CCS provides interventions before, during, and after school including drug counseling, anger management services, home visits, and a check-in system for students each morning. To ensure the most effective interventions are provided, CCS administration takes an active role in coordinating with Sacramento Probation. Three site principals and our CCS Director allocate a portion of their time to regularly meet with Sacramento Probation to discuss the effectiveness of the programs they have on our sites and any changes needed to improve services for our students. They meet to discuss the needs of individual students who are transitioning from our court school to our community school programs. CCS allocates data research staff to provide analysis and reporting including information about students referred to SCOE from their home districts, data that indicates when students are at risk of crossing over from Child Protective Services or Foster Youth into the juvenile justice system, and weekly attendance reports. Any student below 80% attendance receives a home visit. Because youth frequently have multiple, overlapping risk factors, interventions often require the coordination of more than one agency or institution. Failure to coordinate care can lead to some youth falling through the cracks or not receiving all the supports they need. (Synthesis of Research and Resources to Support at-Risk Youth June 21, 2011, Administration for Children and Families Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services)

Action 1.8 A .4 FTE Data Research Staff 43,508

Action 1.8 B .5 FTE Administration 82,521

Action 3.18 .05 FTE Administration 10,443

- Community Partnerships: SCOE partners with the following non-profits to provide during and after school interventions: HAWK Institute, 916 Ink, Green Tech, Earth Mama, Scholastic Journalism Project, and Northern California Construction Training. CCS also contracts internally with SCOE's Prevention and Student Services Department to provide mentoring services to our students. These interventions provide our students with opportunities to engage in activities that are interesting to them and at the same time broaden their life experiences, such as field trips to colleges, working as an editor on The Sac Breeze quarterly newspaper, and participation in mentoring groups. These interventions help our unduplicated students feel more engaged in school and improves their overall attendance at school. To help increase overall attendance, SCOE provides annual bus passes to students to remove the transportation barrier for low-income students. We are building our program around research that demonstrates effective strategies and reflects the needs of at-risk youth, utilizing interventions that target not only individual youth but also their families and the communities in which they live; youths' cultural diversity should be taken into account, and integrated approaches are often the most effective. (Synthesis of Research and Resources to Support At-Risk Youth June 21, 2011, Administration for Children and Families Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services)

Action 1.8 C Contract Fees 231,849

Action 1.9 B Transportation 35,000

- Individualized Learning Plans: Each newly enrolled CCS student participates in a comprehensive transcript review and plan development process upon entry to ensure they are working towards graduation requirements while enrolled. On a bi-weekly basis, transcripts are generated and reviewed together with the student, a credentialed teacher, and the site principal. An intervention period is also provided to model the long-term planning process to reinforce the importance of setting and monitoring personal goals. Individualized Learning Plans have a deep pool of research supporting the practice. We have based our models on several sources, including: Promoting quality individualized learning plans: A "how to" guide focused on the high school years. (2012). By J. Wills, V. S. Solberg, & D. Osman, National Collaborative on Workforce and Disability for Youth. Available online: <http://www.ncwd-youth.info/ilp/how-to-guide>

Action 2.2 A .3 FTE Administration 47,223

Action 2.2 C 1.5 FTE Intervention Teachers 181,441

Action 2.4 .15 FTE Student Information Staff 10,575

- **Specialized Settings:** Student residents in our court school are assigned to learning units based on a risk assessment. A risk assessment is conducted during intake into the court school to determine their mental state, possible gang affiliation, and the nature of their crime to determine the appropriate placement. Increasingly high-risk factors, such as violent offenders with extremely anti-social behaviors, have necessitated a very low student-to-staff ratio in several learning units to meet the learning needs of the students while ensuring the safety of all students. Utilizing the above strategies our Probation partners work with us to provide settings where youth can live, attend school and participate in outside-the-school-day activities in a safe and supportive situation. Integrating mental health and special education needs into comprehensive service planning for juvenile offenders in long-term custody settings. *Learning and Individual Differences*, 21(1), 30.

Action 2.2 D 3.2 FTE Court School Teachers 388,887

- **Professional Learning:** Teaching faculty in our court and community schools and special education programs will complete professional learning sequences aligned with the Universal Design for Learning principles and guidelines to support effective student learning of state-adopted standards. The "universal" in UDL does not mean there is a single optimal solution for everyone. Instead, it underscores the need for flexible approaches to teaching and learning that meet the needs of different kinds of learners. We base our model on research included in *A Practical Reader in Universal Design for Learning*, Rose, David H., Ed., Meyer, Anne, Ed., Harvard Education Press.

Action 3.1B .4 FTE Data Research Staff 43,508

- **Academic Interventions:** Reading and math interventions will be provided to our CCS students who need additional supports to learn missing basic skills. Data research staff will analyze assessment data to identify students. SCOE's Curriculum and Instruction Department will provide teacher professional development.

Action 3.12 A .4 FTE Data Research Staff 43,508

Action 3.11 B SCOE C&I Contract 3,000

Action 3.12 B 1.5 FTE Academic Intervention Teachers 194,253

- **Career Readiness Support:** CCS will improve the employability skills of our students through the implementation of our CTE "Career Readiness Team" consisting of principals, academic teachers, assessment/data specialists and community partners, and anchored by 4 full-time CTE teachers. Each student learns about different career opportunities, the academic and technical skills necessary to secure and keep employment, the skills for

independent living, and the skills to manage their personal finances. Each CTE teacher leads a site-based interdisciplinary team to ensure students are ready for entry-level employment when they leave our programs. The program implements Dave Ramsey's Foundations in Personal Finance which provides hands-on activities about staying out of debt, making a personal budget, investing money, and building personal wealth. Hooley, Tristram, John Marriott, and James P. Sampson. "Fostering college and career readiness: How career development activities in schools impact on graduation rates and students' life success." Derby: International Centre for Guidance Studies, University of Derby (2011).

Action 3.8 C 4.0 FTE CTE Teachers 414,684

Action 3.10 .4 FTE Data Research staff 43,508

Action 3.11 B .15 FTE Administration 17,747

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,280,049

Percentage to Increase or Improve Services

4.77%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

County offices of education receive LCFF funds based on court and community school (CCS) average daily attendance (ADA), along with funding for other county operations. Due in part to changes to Education Code section 1981 and a decrease in probation referrals in 2017-18, Sacramento County Office of Education (SCOE) saw a decrease in the number of ADA reimbursable in the LCFF formula. SCOE continues to receive reimbursements through agreements with the districts for our students who participate in our programs but are not counted in SCOE CCS ADA.

In 2018-2019, SCOE will receive approximately \$1.3 million in supplemental and concentration funds. This amount and the percentage to increase and improve services is slightly higher than the previous year. Additionally, funding to implement LCAP actions and services that contribute to increased and

improved services totals more than 100% of the supplemental and concentration funding received in 2018-19 due to other (non-pupil driven) LCFF funds being transferred to support our CCS programs. Supplemental and concentration funds will be principally directed towards meeting the goals for our unduplicated students attending our CCS by creating small school settings with support staff and low student-teacher ratios to provide students with individualized services and supports to ensure their success. Our students have every ability to be successful, but need a lot of help with prioritizing decisions, identifying the gaps in their academic history, and rebuilding their missing skills. In our experience, we have found the services and supports described below to be effective in meeting our goals for our unduplicated students who have not been successful in the public school system with the normal level of supports.

Described below are SCOE's planned actions and services to be implemented on an LEA-wide or schoolwide basis funded by supplemental and concentration funds received in 2018-2019. These actions and services are principally directed to our high needs students (e.g., low income, Foster Youth, English learners, expelled students and incarcerated youth) through an intentionally-designed system equipped with a team of professionals and community partners. A low ratio of students to adults allows for small school settings that are highly responsive to the individual needs of each of our unduplicated students. Supported by a decade of research by Karen Hawley Miles, former Commissioner on the Equity and Excellence Commission for the U.S. Department of Education and current President of Education Resource Strategies, the basic principles of strategic resource use emphasize the organization of teachers and teams to maximize student learning, the development of community partnerships, and the establishment of personalized learning and supports (2015). The following planned actions and services are grounded in this research, ensuring SCOE's unduplicated students have access to personalized academic and social/emotional supports that are reinforced through positive adult-student relationships.

- **Coordinated Services:** In partnership with Sacramento Probation, SCOE CCS provides interventions before, during, and after school including drug counseling, anger management services, home visits, and a check-in system for students each morning. To ensure the most effective interventions are provided, CCS administration takes an active role in coordinating with Sacramento Probation. Three site principals and our CCS Director allocate a portion of their time to regularly meet with Sacramento Probation to discuss the effectiveness of the programs they have on our sites and any changes needed to improve services for our students. They meet to discuss the needs of individual students who are transitioning from our court school to our community school programs. CCS allocates data research staff to provide analysis and reporting including information about students referred to SCOE from their home districts, data that indicates when students are at risk of crossing over from Child Protective Services or Foster Youth into the juvenile justice system, and weekly attendance reports. Any student below 80% attendance receives a home visit. Because youth frequently have multiple, overlapping risk factors, interventions often require the coordination of more than one agency or institution. Failure to coordinate care can lead to some youth falling through the cracks or not receiving all the supports they need. (Synthesis of Research and Resources to Support at-Risk Youth June 21, 2011, Administration for Children and Families Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services)

Action 1.1

Research Staff \$1,346

Action 1.1

Translation \$2,000

• Community Partnerships: SCOE partners with the following non-profits to provide during and after school interventions: HAWK Institute, 916 Ink, Green Tech, Earth Mama, Scholastic Journalism Project, and Northern California Construction Training. CCS also contracts internally with SCOE's Prevention and Student Services Department to provide mentoring services to our students. These interventions provide our students with opportunities to engage in activities that are interesting to them and at the same time broaden their life experiences, such as field trips to colleges, working as an editor on The Sac Breeze quarterly newspaper, and participation in mentoring groups. These interventions help our unduplicated students feel more engaged in school and improves their overall attendance at school. To help increase overall attendance, SCOE provides annual bus passes to students to remove the transportation barrier for low-income students. We are building our program around research that demonstrates effective strategies and reflects the needs of at-risk youth, utilizing interventions that target not only individual youth but also their families and the communities in which they live; youths' cultural diversity should be taken into account, and integrated approaches are often the most effective. (Synthesis of Research and Resources to Support At-Risk Youth June 21, 2011, Administration for Children and Families Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services)

Action 1.1

Transportation \$35,000

Action 1.3

Contract Fees \$260,396

Research Staff \$90,936

Administration \$69,716

Action 3.3

916 Ink Book Release Celebration \$7,500

• Individualized Learning Plans and Specialized Settings: Each newly enrolled court and community school student participates in a comprehensive transcript review and plan development process upon entry to ensure they are working towards graduation requirements while enrolled. On a bi-weekly basis, transcripts are generated and reviewed together with the student, a credentialed teacher, and the site principal. An intervention period is also

provided to model the long-term planning process to reinforce the importance of setting and monitoring personal goals. Individualized Learning Plans have a deep pool of research supporting the practice. We have based our models on several sources, including: Promoting quality individualized learning plans: A "how to" guide focused on the high school years. (2012). By J. Wills, V. S. Solberg, & D. Osman, National Collaborative on Workforce and Disability for Youth. Available online: <http://www.ncwd-youth.info/ilp/how-to-guide>. Student residents in our court school are assigned to learning units based on a risk assessment. A risk assessment is conducted during intake into the court school to determine their mental state, possible gang affiliation, and the nature of their crime to determine the appropriate placement. Increasingly high-risk factors, such as violent offenders with extremely anti-social behaviors, have necessitated a very low student-to-staff ratio in several learning units to meet the learning needs of the students while ensuring the safety of all students. Utilizing the above strategies our Probation partners work with us to provide settings where youth can live, attend school and participate in outside-the-school-day activities in a safe and supportive situation. Integrating mental health and special education needs into comprehensive service planning for juvenile offenders in long-term custody settings. *Learning and Individual Differences*, 21(1), 30.

Action 2.2

Certificated Staff and Administration \$665,341

Translation Services \$2,000

Action 2.4, 3.3

Research Staff \$131,333

Action 3.3

Certificated Staff and Administration \$272,957

- Professional Learning: Teaching faculty in our court and community schools and special education programs are appropriately credentialed and engage in professional learning sequences. Learning sequences are aligned with the Universal Design for Learning principles and guidelines to support effective student learning of state-adopted standards. The "universal" in UDL does not mean there is a single optimal solution for everyone. Instead, it underscores the need for flexible approaches to teaching and learning that meet the needs of different kinds of learners. We base our model on research included in *A Practical Reader in Universal Design for Learning*, Rose, David H., Ed., Meyer, Anne, Ed., Harvard Education Press.

Action 2.1, 3.1

Research Staff \$137,394

- Academic Interventions: Reading and math interventions will be provided to our CCS students who need additional supports to learn missing basic skills. Data research staff will analyze assessment data to identify students. SCOE's Curriculum and Instruction Department will provide teacher

professional development.

Action 2.5

Short Cycle Assessments \$15,000

Action 3.3

SCOE C&I Contract \$1,000

- Career Readiness Support: CCS will improve the employability skills of our students through the implementation of our CTE “Career Readiness Team” consisting of principals, academic teachers, assessment/data specialists and community partners, and anchored by 4 full-time CTE teachers. Each student learns about different career opportunities, the academic and technical skills necessary to secure and keep employment, the skills for independent living, and the skills to manage their personal finances. Each CTE teacher leads a site-based interdisciplinary team to ensure students are ready for entry-level employment when they leave our programs. The program implements Dave Ramsey’s Foundations in Personal Finance which provides hands-on activities about staying out of debt, making a personal budget, investing money, and building personal wealth. Hooley, Tristram, John Marriott, and James P. Sampson. "Fostering college and career readiness: How career development activities in schools impact on graduation rates and students' life success." Derby: International Centre for Guidance Studies, University of Derby (2011).

Action 3.2

CTE Teachers \$408,151

Odesseyware \$17,500