

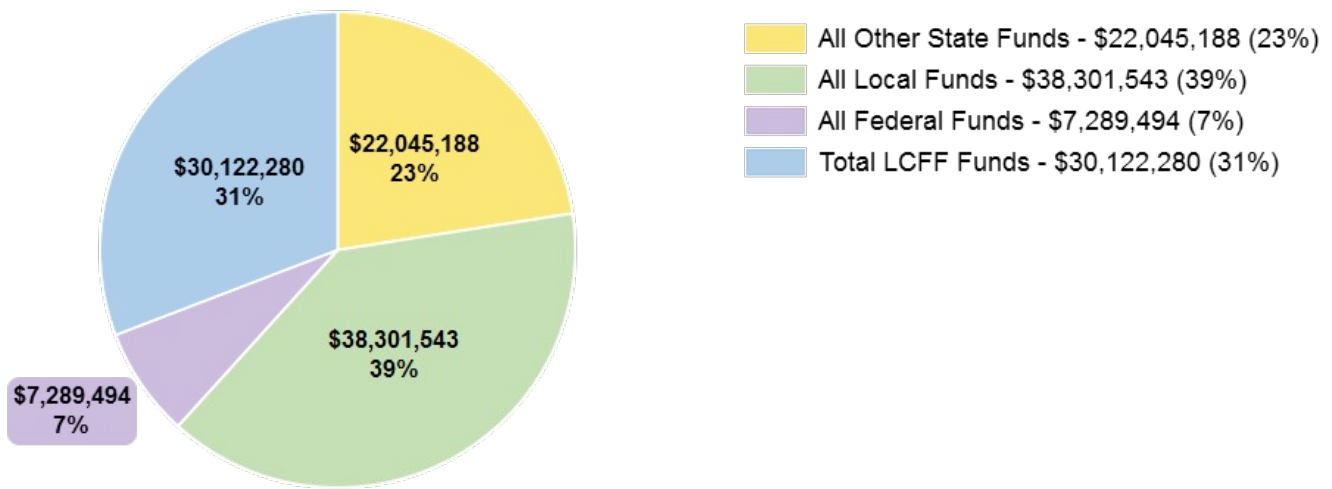
Sacramento County Office of Education
**LOCAL CONTROL AND ACCOUNTABILITY
PLAN (LCAP)
2019-2020**

Public Hearing
June 11, 2019
Item VIII.D.

LCFF Budget Overview for Parents

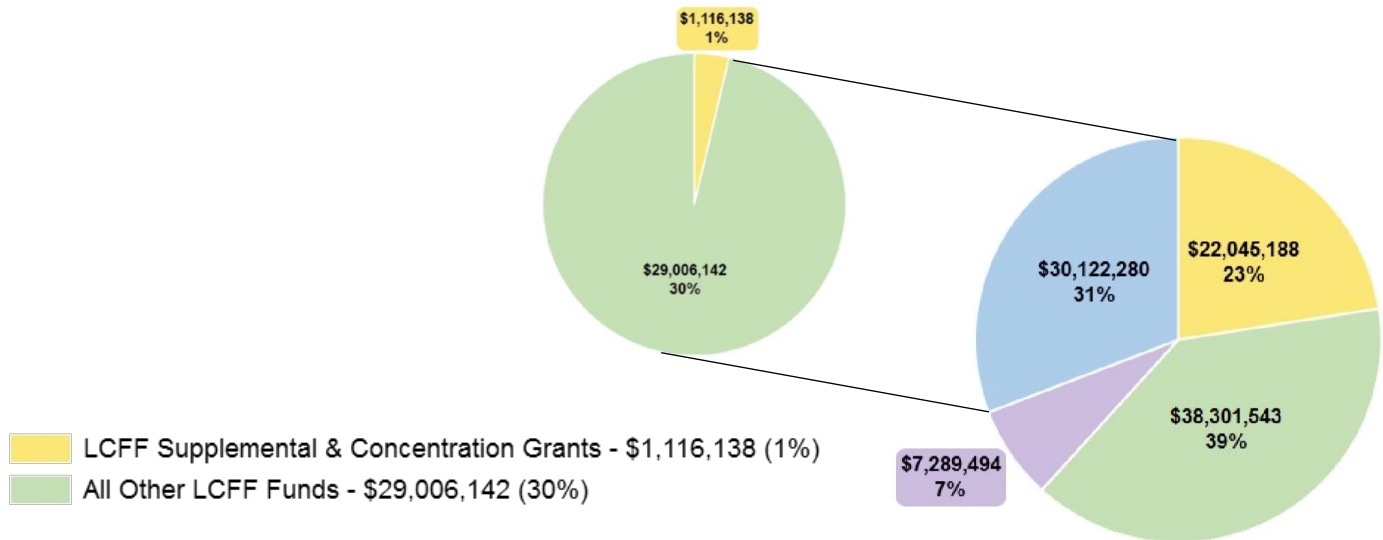
County offices of education and school districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$22,045,188	23%
All Local Funds	\$38,301,543	39%
All Federal Funds	\$7,289,494	7%
	\$30,122,280	31%

Breakdown of Total LCFF Funds

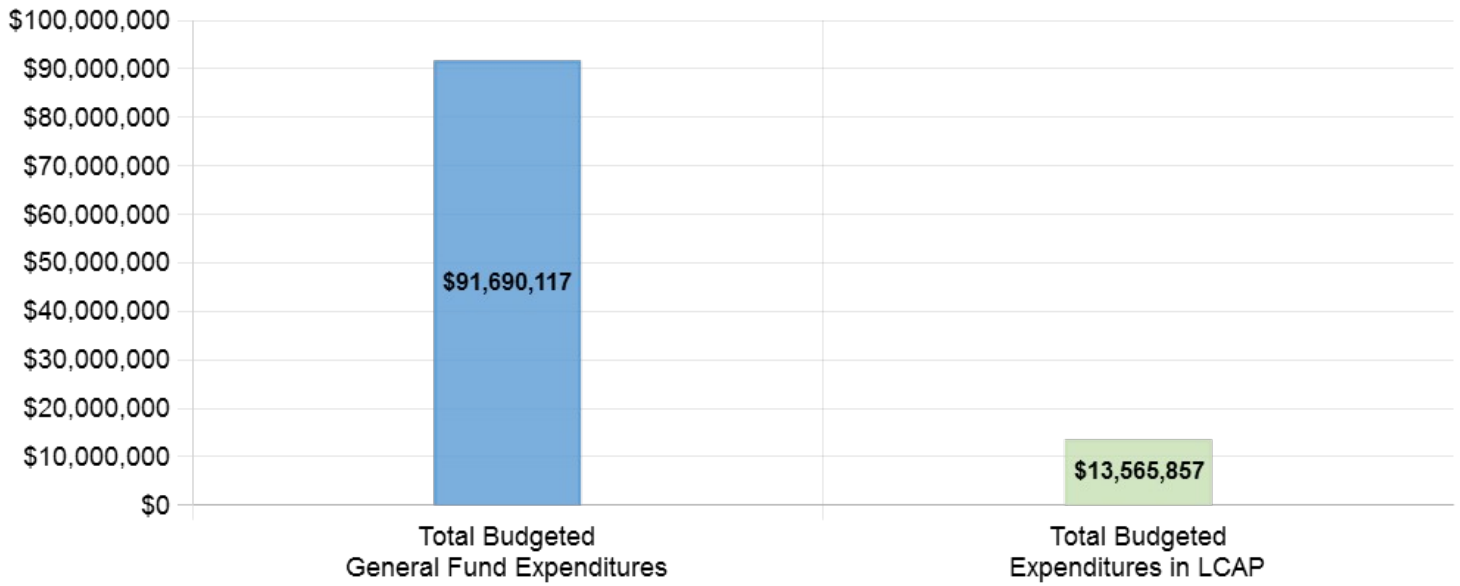


Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$1,116,138	1%
All Other LCFF Funds	\$29,006,142	30%

These charts show the total general purpose revenue Sacramento County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Sacramento County Office of Education (SCOE) is \$97,758,505, of which \$30,122,280 is Local Control Funding Formula (LCFF), \$22,045,188 is other state funds, \$38,301,543 is local funds, and \$7,289,494 is federal funds. Of the \$30,122,280 in LCFF Funds, \$1,116,138 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students). Of the \$30,122,280 SCOE receives in LCFF Funds, approximately \$24 million is allocated to support schools and districts in Sacramento County through SCOE programs including Advancement Via Individual Determination, Center for Student Assessment and Program Accountability, Prevention, and Early Learning. In addition, a portion of the LCFF Funds are allocated to provide oversight of Sacramento County school districts such as LCAP, budget, and Williams Settlement. Approximately \$6 million in LCFF funds are included in the SCOE 2019-20 LCAP to fund SCOE's Court and Community School programs. The remaining funds included in the LCAP include federal and grant funds.

The LCFF gives county offices of education and school districts more flexibility in deciding how to use state funds. In exchange, county offices of education and school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



Source	Funds
Total Budgeted General Fund Expenditures	\$91,690,117
Total Budgeted Expenditures in LCAP	\$13,565,857

This chart provides a quick summary of how much Sacramento County Office of Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sacramento County Office of Education plans to spend \$91,690,117 for the 2019-20 school year. Of that amount, \$13,565,857 is tied to actions/services in the LCAP and \$78,124,260 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

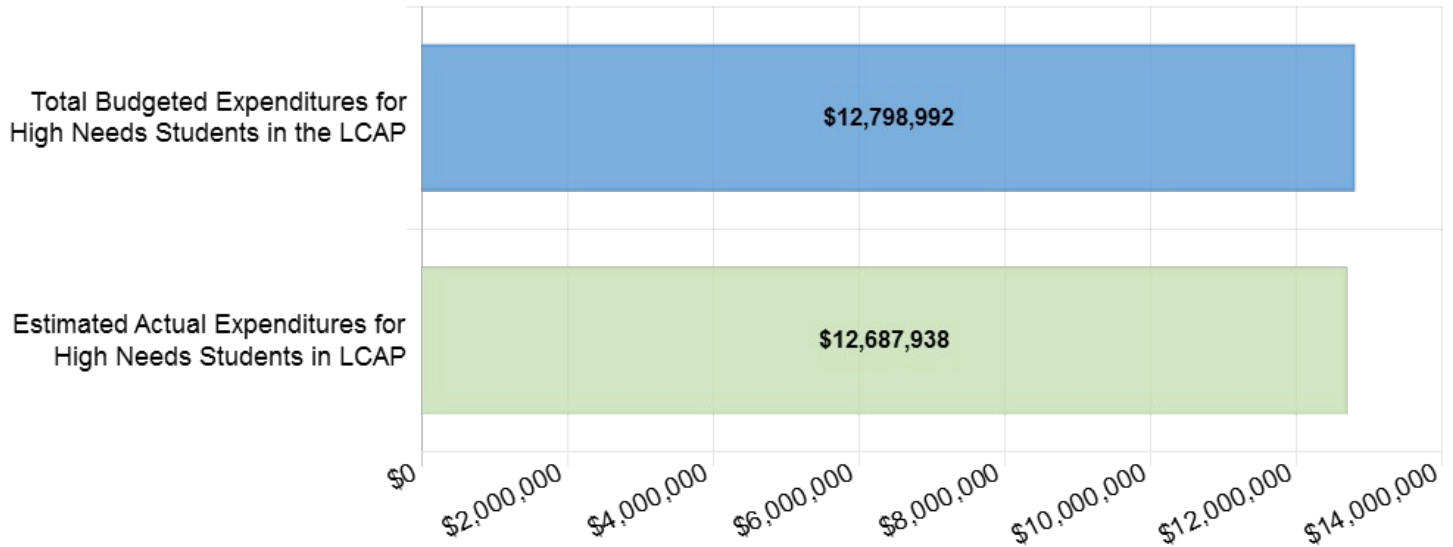
Total budgeted expenditures in the County Schools Service Fund (General Fund) for 2019-20, are over \$91 million. Most of those expenditures are not included in the LCAP because funds are awarded to SCOE through grants, fees, or contracts to perform very specific deliverables such as research, evaluation services, teacher induction, teacher and administrator credentialing programs, early learning programs, and a residential outdoor science camp.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Sacramento County Office of Education is projecting it will receive \$1,116,138 based on the enrollment of foster youth, English learner, and low-income students. Sacramento County Office of Education must demonstrate how the planned actions and services will increase or improve services for high needs students compared to the services all students receive. In the LCAP Sacramento County Office of Education plans to spend \$13,390,423 on actions to meet this requirement.

High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$12,798,992
Estimated Actual Expenditures for High Needs Students in LCAP	\$12,687,938

This chart compares what Sacramento County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sacramento County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Sacramento County Office of Education's LCAP budgeted \$12,798,992 for planned actions to increase or improve services for high needs students. Sacramento County Office of Education estimates that it will actually spend \$12,687,938 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$111,054 had the following impact on Sacramento County Office of Education's ability to increase or improve services for high needs students:

The difference between the budgeted expenditures and estimated actual expenditures is less than 1% of the total budgeted dollars for planned actions. This minimal difference had no impact the actions to increase or improve services for our high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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

David W. Gordon

Superintendent

Email and Phone

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916-228-2410

2017-20 Plan Summary

The Story

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

The Sacramento County Office of Education (SCOE) Court and Community Schools (CCS) provide services to students who need more than a traditional middle or high school program can offer. SCOE is directly responsible for serving expelled and incarcerated youth in our CCS programs. SCOE also provides high-quality alternative education to students and families seeking a smaller school environment through a referral process. Our students in our CCS programs are predominately low income students and generate additional LCFF Supplemental and Concentration (LCFF S&C) dollars to augment our programs to meet their unique needs. English learners, foster youth, and homeless students attending our CCS programs also generate LCFF S&C dollars.

SCOE also operates highly specialized Special Education programs to serve students with severe disabilities in special day classes on school district and community sites. These programs are funded through district payments for students in programs operated by SCOE. SCOE also coordinates services for foster youth in Sacramento County through our grant-funded Foster Youth Services Coordinating Program (FYSCP).

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 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 2018-2019 school year, in addition to in-person surveys and interviews, SCOE secured 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 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 2018-19 CALPADS reporting, our court school student average period of enrollment is 27.4 days, and our community school student average period of enrollment is 110.3 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. 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. Also, 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 the 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, create 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 and the five core social-emotional competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. 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 is 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 utilize 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 five 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 have expanded our Early College Model at El Centro Jr./Sr. High School (El Centro) continuously for six semesters.
- We partner with Sacramento City College's Re-emerging Scholars program for post-incarcerated students transitioning into college.
- We have 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 continued our three week Bootcamp series with Folsom Lake College at El Centro.
- We continue 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. Each student completes a "Who Am I" exhibition detailing their 10-year plan to a team of peers, teachers, and community members as part of their efforts to work towards college and career readiness.

- Community School and Senior Extension students engaged in "The Sacramento Speaker Series".
- Professional learning is the norm in our organization, and staff has 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 - 98.3%
- The Senior Extension program increased by 23% to 350 students.
- The Court and Community Schools held 5 graduation ceremonies to accommodate the increasing number of graduates.
- We register eligible students to vote in all court and community school programs.
- Special Education staff is trained in the Sonday 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, 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 2019-2020 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 California School Dashboard, 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 postsecondary learning/career opportunity. In 2018-19, SCOE's overall Successful Transition Rate was 98.3%. This metric consists of multiple indicators to ensure services for all students are effectively coordinated with our partner agencies. Metric indicators include 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 have provided a series of trainings to develop alternatives to out-of-school suspensions and the suspensions.

- 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 California School Dashboard, 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

SCOE is eligible for differentiated assistance in 2018-19 based on performance measures in the California School Dashboard. The following student groups met eligibility criteria in English language arts and math: African American students, Hispanic students, White students, and low-income students. The following student groups met eligibility criteria in graduation rate: African American students, Hispanic students, White students, low-income students, foster youth, and students with disabilities. The following student groups met eligibility criteria on the College/Career Indicator: African American students, Hispanic students, White students, low-income students, foster youth, and students with disabilities. The following student groups met eligibility criteria in chronic absenteeism: Hispanic students, low-income students, foster youth, and students with disabilities. The following student groups met eligibility criteria in suspensions: White students, low-income students, and students with disabilities.

SCOE's overall performance on the following State Indicators as measured in the California School Dashboard were in the "red" performance category: English language arts, Mathematics, College/Career, Graduation Rate, and Chronic Absenteeism. SCOE's overall performance on Suspension Rates was in the "orange" category. The following strategies will be implemented to address student performance:

- Expand mental health services in our community school programs to address urgent needs including bullying, trauma, suicide prevention, and LGBTQ student services
- Continue to implement reading and math interventions
- Support the needs of English learners (EL) by 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 improve curriculum implementation and alignment, focusing on data-driven instruction and inclusive practices
- Increase student voice and civic engagement on all our campuses
- Attendance - ongoing monitoring

Referring to the California School Dashboard, 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

SCOE's overall performance on the State Indicators as measured in the California School Dashboard were in the "red" or "orange" performance category. All students groups also performed at the "red" or "orange" performance category as measured in the California School Dashboard. For this reason, there are no performance gaps between student groups. The following are steps to address the needs of all SCOE students:

Reading Achievement

- Continue to offer three-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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Elinor Lincoln Hickey Jr./Sr. High School
North Area Community School
Gerber Jr./Sr. High School

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

SCOE administration supported our CSI schools with a comprehensive needs assessment including an analysis of school level and student group performance on State Indicators as measured by the California School Dashboard, local measures of progress including RenLearn ELA and math assessments, CTE completion rates, and successful transition rates. SCOE administration supports our CSI schools with the development of their School Plans for Student Achievement which include evidence-based interventions to address student academic and social-emotional needs. Interventions include state-approved intervention curricula, structured home visits, and restorative practices designed to help disruptive students return to class effectively. SCOE is also receiving differentiated assistance from the Placer County Office of Education (PCOE) through a structured improvement science process. SCOE is focused on improving our college and career readiness processes.

SCOE ensures equitable allocation of resources to its CSI schools by applying a methodology for allocating state and local funds based on the needs of its targeted student groups and by ensuring all students in CSI school have equitable access to effective, experienced, and appropriately-credentialed teachers.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

SCOE administration will monitor and evaluate the implementation and effectiveness of the CSI plans to support student and school improvement by utilizing a monthly monitoring process staffed by the Assistant Superintendent, Executive Director of Special Education, and all school site principals. We are monitoring an agreed upon process designed to improve college and career readiness for all students. PCOE helped SCOE design the process through a series of monthly differentiated assistance meetings.

Annual Update

LCAP Year Reviewed:

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

School Attendance Rate: 83.0%
Foster Youth Attendance Rate: 88.0%

Chronically Absent Rate: 29.0%
Foster Youth Chronically Absent Rate: 21.0%

Actual

School Attendance Rate: 78.1%
Foster Youth Attendance Rate: 87.6%

Chronically Absent Rate: 47.9%
Foster Youth Chronically Absent Rate: 70.8%

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

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

Actual Actions/Services

1.1 Parents/guardians of Community School students were notified via School Reach auto-caller system at 9:00 am each day to notify parents if their child was absent. This system has improved communication between school and parents/guardians, and increased student accountability. 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. Auto-caller has also enabled sites to quickly and consistently notify families of

Budgeted Expenditures

\$371,572

\$17,180 LCFF
\$38,345 LCFF S&C
\$197,081 Foster Youth
\$108,940 Title IA
\$10,026 Spec Ed

Estimated Actual Expenditures

\$399,979

\$19,834 LCFF
\$49,847 LCFF S&C
\$212,714 Foster Youth
\$108,132 Title 1A
\$9,452 Special Ed

Planned Actions/Services

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.

Actual Actions/Services

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 the School Reach caller system has been in place again during the 2018-19 school year. Calls were made twice a day to communicate student absences with families.

Special education staff supports families in determining when to keep their child home with an illness. Nurses 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 with the pupil attending school. This happens in collaboration with local school district partners. Detailed information and targeted support is provided for students and families who may be homeless or in temporary housing. We

Budgeted Expenditures**Estimated Actual Expenditures**

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

continue to notice a reduction in the number of students on Home Hospital Instruction and more students being served in the classrooms, and we attribute this to our districtwide proactive approach in this area.

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 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.

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

Our attendance contracts underscore the importance of attendance expectations based on our metrics. 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, Project Teach staff, Parent Liaison, and EL Parent Liaison who are able to immediately assist families. Also, all attendance information is translated into their home language for our EL families through an ongoing contract with Transcend Translations.

In special education there has been focused attention on students who are chronically

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

absent and developing individualized plans to support their needs. Many students come to our programs with chronic attendance issues, 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

We continue to utilize 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, Foster Focus, and FYSCP to create a solid plan to increase FY

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

attendance. We will continue to utilize a multidisciplinary team, coupled with our CYPM protocols, to make sure our FY are supported in and out of school.

Our Community School continued to proactively acknowledge students with incentives for attendance. 916 Ink and Boys & Girls Club worked with students to during the school day to create engaging campuses that promoted positive attendance.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1.2 Community Schools worked with our Probation partners, Parent Liaison, and EL Parent Liaison. Our Senior Extension staff met students at their homes, and in the community to remove transportation and other

\$36,120 Special Ed

\$41,298 Special Ed

Planned Actions/Services

sites.

Actual Actions/Services

barriers. All programs coordinated with Probation as a part of the SARB and attendance improvement process when appropriate. Community Schools continue to utilize the Welcome Room as a check in, check out process with great success.

In special education, 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. Special Ed staff coordinated with Alta Regional when needed to address attendance concerns.

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

Budgeted Expenditures**Estimated Actual Expenditures**

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

school and make sure this is done in a timely manner.

Check-in/checkout 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 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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Action 3

Planned Actions/Services

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

Actual Actions/Services

1.3 SCOE Community Schools continues their guest speaker series, CCS students participated in voter registration, service learning, community service projects, partnerships with the Hawk Institute and the Chick-fil-A Leader Academy. We have established civic engagement opportunities 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.

Budgeted Expenditures

\$531,929
 \$421,049 LCFF S&C
 \$35,000 Title ID
 \$75,880 CTEIG

Estimated Actual Expenditures

\$560,740
 \$374,932 LCFF S&C
 \$23,558 Title 1A
 \$7,662 Title 1D
 \$28,750 Cal Works
 \$99,588 CTEIG
 \$26,250 CSI

Planned Actions/Services

partners to ensure a high level of service and interventions principally directed at improving outcomes for our unduplicated students.

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.

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.

Actual Actions/Services

Our Senior Extension program grew 23% in the 2018-19 school year. The program reengages fifth-year seniors and students whose challenging 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.

Our nonprofit partners provide students with hands-on academic and career support, as well as experiential learning opportunities through GreenTech, NCCT, Earth Mama, Scholastic Journalism, HAWK Institute. Feedback at student events indicated that students enjoy interacting with our nonprofit partners and would like to see an increase in our

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

partnerships in the future to include work experience, apprenticeships, and on-the-job training opportunities.

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. In order to increase attendance and reduce chronic absenteeism, we will continue to provide individualized support through attendance contracts, connect with appropriate resources, and utilize evidence-based strategies to address individual needs. The students who are attending the CS and special education programs often enter 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 2019-20 school year. We expanded the role of a nonprofit 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 78%. 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.

Action 1.2 Higher than anticipated costs for salaries due to more teachers needed than originally planned to conduct home visits of students in the growing Senior Extension Program.

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.

We have expanded our programming design to increase student voice and civic engagement across all programs. Each student completes a "Who Am I" exhibition detailing their 10-year plan to a team of peers, teachers, and community members.
We are working towards college and career readiness for all students.

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: 100%
Foster Youth: 100%

Middle School Dropout Rate: 0%

High School Dropout Rate: 0%

Local High School Graduation Rate per Unduplicated Student: 6.0%

Actual

Successful Transition Rate: 98.3%
Foster Youth: 99.4%

Middle School Dropout Rate: 0%

High School Dropout Rate: 2.3%

Local High School Graduation Rate per Unduplicated Student: 5.0%

Expected

Local HiSET Passing Rate per Unduplicated Student: 84.7%

English Learner Reclassification Rate (RFEP): 2.0%

English learners meeting ELPAC criterion: increase by 1%

Actual

Local HiSET Passing Rate will no longer be included in the LCAP as a metric. See explanation below.

English Learner Reclassification Rate (RFEP): 2.0%

English learners meeting ELPAC criterion: English Learner Progress Indicator suspended

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

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

Actual Actions/Services

2.1 100% of CCS and Special Ed faculty participated in bi-weekly professional learning sequences aligned with CSS and the Universal Design for Learning principles. These PD sequences were dedicated to Big Picture Learning, social and emotional learning, evaluating

Budgeted Expenditures

\$133,508
 \$16,000 LCFF
 \$68,697 LCFF S&C
 \$48,811 Spec Ed

Estimated Actual Expenditures

\$138,375
 \$86,818 LCFF S&C
 \$51,557 Special Ed

Planned Actions/Services

Success Plans, Individualized Learning Plans, as well as implement the Unique Curriculum and ensure inclusive opportunities for our Special Ed students.

Actual Actions/Services

student data to improve academic outcomes, student-centered learning, restorative practices, and trauma-informed teaching strategies.

A multi-tiered system of supports was utilized to further support our students needing differentiated instruction and intensive intervention. CCS staff participated in site-based learning, planning, and collaboration designed to increase student engagement, and improve academic outcomes.

Special Ed staff participated in ongoing 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 continue into the 2019-20 school year and provides a meaningful connection and access to these

Budgeted Expenditures

Estimated Actual Expenditures

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

concepts for students with more significant needs that we serve within our programs and access to the CSS 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 are utilized 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 topics and areas: MOVE (Movement Opportunities Via Education), CSS; safety protocols; assistive and augmentative communication (ACC); and Unique curriculum.

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

We continue to increase focus on creating more inclusive opportunities on school 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 for inclusive opportunities that take place as a result. Some students in our programs have the opportunity to participate in mainstream classes with peers 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.

Action 2

Planned 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.

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

Actual Actions/Services

2.2 Our CCS Transition teams ensured that all students, including FY in our CCS programs completed an SSP or ILP within the first week of enrollment. This process enables staff to sit with a student 1:1 and develop an intentional success plan for their future.

Community School teachers piloted Big Picture Learning “Advisory” periods in order to create stronger connections with students and actively engage them in the learning process. Teacher advisers served in case manager capacity to guarantee that all students had the supports in place to be successful.

Students in our Community Schools participated in a student-led conference with a parent/guardian or surrogate.

Budgeted Expenditures

\$944,935
 \$1,000 LCFF
 \$667,341 LCFF S&C
 \$41,059 Foster Youth
 \$101,835 Title ID
 \$133,700 Spec Ed

Estimated Actual Expenditures

\$907,258
 \$630,531 LCFF S&C
 \$101,081 Title IA
 \$44,316 Foster Youth
 \$131,330 Special Ed

Planned Actions/Services

their students at home.

Actual Actions/Services

This process has grown each year, and is expanding to our Court School in the 2019-20 school year. 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. We utilized a portion of our Title I funds to increase intervention periods during the school day to support Universal Design for Learning principles. We added an additional intervention period for all teachers in our CCS, to ensure our high-risk students are receiving the supports they need to thrive. In addition, we worked closely with CYPM agencies (Probation, Child Welfare, the Juvenile Courts, and Mental Health agencies). Each team met quarterly to share data,

Budgeted Expenditures**Estimated Actual Expenditures**

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

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 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. Student IEPs, SSPs, and course enrollment plans were developed to ensure equity, course access, and progress toward graduation or achievement of program completion.

97% of our Foster Youth enrolled conducted a student-led conference. Integrated Case Manager(ICM)s worked with local district HS to form an

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

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. FYS utilized Foster Focus to implement support services for 100% of SCOE Foster Youth on their caseload. 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

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

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.

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.

English Learner grades, interventions, and Ren Learn data was disseminated to staff to provide resources and tailored

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

interventions for EL students. Based on this data, we were able to further individualize instruction and improve outcomes for this subgroup. During the 2018-19 School our EL Liaison provided 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 informed on the HiSET, AB 167, AB 2306, and AB 1806, and transcript evaluations.

Action 3

Planned Actions/Services

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.

Actual Actions/Services

2.3 Our CCS host parent meetings each semester and parents/guardians are invited and encouraged to attend to discuss all options for graduation. 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.

Information was gathered from students and 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

Budgeted Expenditures

\$2,950
 \$250 Spec Ed
 \$1,500 LCFF
 \$1,200 Title II

Estimated Actual Expenditures

\$4,242
 \$3,992 LCFF
 \$250 Special Ed

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

process. Staff continue to work with students to track their credits, 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 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

Planned 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.

Actual Actions/Services

2.4 Our Student Information Services (SIS) conducts an ongoing process of information sharing and communication with students' school districts of residence to ensure all student data is current. 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 is in place with activities to build skills to support graduation and transitions. Our 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

Budgeted Expenditures

\$12,220
 \$10,625 LCFF S&C
 \$1,595 Spec Ed

Estimated Actual Expenditures

\$12,774
 \$11,178 LCFF S&C
 \$1,596 Special Ed

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

on current practices and collaborate on streamlining the request process in the future. Information related was made available through the Special Education Information System (SEIS).

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

2.5 CCS sites administer Renaissance Learning short cycle assessments every 45-day days. Teachers reported that because the assessments aligned to the materials being studied in ELA and Accelerated Reader and Accelerated Math, the students were more engaged in the test. We explained the importance of these assessments are and always made sure the students were ready to take the assessment. Through this process, we have seen a much higher level of engagement with the test.

\$17,048

\$15,000 LCFF

\$2,048 Title ID

\$15,386

\$13,353 Title 1A

\$2,033 Title ID

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 2018-19 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 2018-19 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.

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

Our transition rate across all programs remained high (98.3%). Our middle school dropout rate remains at 0%. However, our high school dropout rate increased from 1.38 to 2.3%. 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.

Action 2.3 Higher estimated actual expenditures due to costs for additional graduation ceremonies.

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.

Our graduation rates across programs increased in the 2018-19 school year, and we attribute this to our intentional one student at a time approach across all programs. Also, through extensive outreach to our local districts, we expanded our Senior Extension program and were able to provide

individualized educational options to support 5th-year seniors from dropping out.

We have discontinued using HiSET as an LCAP metric due to the increased availability of state graduation requirement for students. We no longer need to use equivalent exams as a method for students to complete high school.

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
Court Schools: 50.3%
Community Schools: 52.6%

Ren Learn Math:
Court Schools: 49.6%
Community Schools: 49.1%

Actual

Ren Learn Reading
Court and Community Schools: 62.7%

Ren Learn Math:
Court and Community Schools: 62.2%

Expected

CAASPP Participation Rates

ELA: 61.0%

Math: 62.0%

CAASPP Achievement Rates

ELA: 7.0%

Math: 4.0%

Early Assessment Program Participation Rate: 48.5%

ELA: Ready 3.0%, Conditionally Ready 8.0%

Math: Ready 3.0%, Conditionally Ready 3.0%

% of teachers are confident in their ability to teach the state standards

CCSS ELA 77%

CCSS Math 88%

ELD 54%

NGSS 23%

UC a-g Course Completion Rate: 30.0%

CTE Completion Rate: 20.1%

Actual

CAASPP Participation Rates

ELA: 64.0%

Math: 61.0%

CAASPP Achievement Rates

ELA: 5.4%

Math: 2.8%

Early Assessment Program Participation Rate: 47.1%

ELA: Ready 1.4%, Conditionally Ready 2.8%

Math: Ready 0.0%, Conditionally Ready 1.6%

% of teachers are confident in their ability to teach the state standards

CCSS ELA 73%

CCSS Math 79%

ELD 50%

NGSS 100%

UC a-g Course Completion Rate: 13.2%

CTE Completion Rate: 21.7%

Expected

Teacher Misassignment Rate: 0%
Fully Credentialed: 100%

Instructional Materials Survey documenting all subgroups have appropriate instructional materials. Maintain 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

CCS Teacher Misassignment Rate: 0%
CCS Fully Credentialed: 100%

Special Ed Misassignment Rate: 0%
Special Ed Fully Credentialed: 82%

Instructional Materials Survey documenting all subgroups had appropriate instructional materials. Maintain 100%

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

All students had 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

3.1 Ensure CCS and Special Ed

3.1 All administrators and

\$8,674,054

\$8,466,554

Planned Actions/Services

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.

Actual Actions/Services

teachers in CCS and Special Ed programs are appropriately credentialed. With the shift from No Child Left Behind (NCLB) to Every Student Succeeds Act (ESSA), districts no longer require the HQT requirements; therefore, we no longer require teachers to complete VPSS courses

Special Education teachers continued to receive training from Madera County Office of Education to acquire an added authorization to work with students with orthopedic impairments. 100% of sites (CCS and Special Ed) engaged in ongoing professional learning sequences aligned to CCSS ELA/ELD and math. SCOE Social Science Curriculum Specialist provided support for our recent CCSS Social Science materials adoption, and worked with staff on student and civic engagement strategies aligned

Budgeted Expenditures

\$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

Estimated Actual Expenditures

\$3,208,101 LCFF
 \$69,818 LCFF S&C
 \$715,441 Title 1A
 \$9,000 Title II
 \$3,952,537 Special Ed
 \$434,109 IDEA
 \$76,483 Mental Health

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

to the new curriculum.

Special education staff received 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.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

3.2 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

\$756,402

\$425,651 LCFF S&C
 \$351 Title IA
 \$20,183 Title ID
 \$160,317 Workability
 \$136,400 Special Ed
 \$13,500 Lottery

\$726,796

\$358,439 LCFF S&C
 \$17,851 Title IA
 \$19,623 Title ID
 \$142,644 Special Education
 \$171,574 Workability
 \$ 16,665 Lottery

Planned Actions/Services

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.

Actual Actions/Services

started a Culinary Arts pre-apprenticeship program and a 21st Century Skills center in our YDF to further increase exposure to family supporting wage careers in the hospitality industry.

Also, in the Court School we expanded our early college model through a robust partnership with Los Rios Community College District and the Sacramento City College Re-emerging Scholars program. We offered Human Career Development “Bootcamps” and 6 week hybrid Sociology courses. In addition, our Court School works closely with our Senior Extension program to ensure students transitioning out of juvenile hall are given a warm hand-off to Senior Extension and continue their college courses with Re-emerging Scholars.

CCS Teachers, Counselors and

Budgeted Expenditures**Estimated Actual Expenditures**

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

Transition Specialists reported that 100% of all students enrolled for at least one quarter completed a skills inventory, career exploration sequence, or enrollment into a CTE sequence. Principals met with the stakeholders to discuss parent surveys and gain input on how to expand access to these areas based on parent/guardian feedback. Based on 2018-2019 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 Institute where students explored degree options and career pathways. Our School Counselors and Transition Specialists worked with 100% of

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

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 CTE teachers worked with students on job readiness, 21st Century Skills, career planning, and employability skills.

Palmiter offered a range of career pathways for students to explore (Culinary, Discovery, 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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

(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.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

3.3 All students 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 on track to graduate with a diploma or equivalency. FYSCP currently provides this service to all foster youth in our programs

One of our greatest challenges is how to best support all

\$730,408

\$500 LCFF
 \$402,164 LCFF S&C
 \$105,120 Foster Youth
 \$145,522 Title IA
 \$52,102 Title ID
 \$25,000 Spec Ed

\$806,787

\$669 LCFF
 \$460,564 LCFF S&C
 \$110,864 Foster Youth
 \$156,254 Title IA
 \$51,715 Title ID
 \$26,721 Special Ed

Planned Actions/Services

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-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.

Actual Actions/Services

students 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 Intensive Case Managers and Project Teach staff 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. 100% of CCS staff attended a biweekly professional learning sequence aligned to best practices for all students. Our SCOE Homeless Liaison and FYSCP provided staff with training on Educational Rights, AB 1806, and AB 167 to ensure staff had access to resources to identify and support our

Budgeted Expenditures**Estimated Actual Expenditures**

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

homeless, Low Income and Foster Youth.

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 can access support for creating lessons embedded with best practices for all students. 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. Our FYS worked with

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

sites to quickly identify students qualifying for AB 167. 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.

CCS sites offered 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-based organizations, substance

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

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.

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. 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

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

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. In 2018-2019 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 approach, 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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

skills training in coordination with Unique curriculum, which focuses on core academic skills and increases student engagement and interaction. Families and 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.

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.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned 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-secondary and employment tours with middle and high school students.

Actual Actions/Services

3.4 Students worked with school Counselor and staff to learn study strategies, organizational skills, and self-esteem building that will help them develop lifelong 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 participated in Big Picture Learning “Who Am I” Exhibitions based on career exploration, public speaking, goal setting, civic engagement and student voice.

Middle school students engaged with 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

Budgeted Expenditures

\$83,255
 \$10,000 LCFF
 \$53,750 Special Ed
 \$19,505 Workability

Estimated Actual Expenditures

\$88,006
 \$10,390 LCFF
 \$55,250 Special Ed
 \$22,366 Workability

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

LINKS mentoring to help students explore academic options

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

Principals reported that all students in our CCS had access to after-school tutoring. 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

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

shelters, convalescent care facilities, and natural areas.

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. 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

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

skills and 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 prosocial behaviors. Students were provided with access to yoga to help develop and build upon prosocial behaviors. STAR (MOVE) camp offered opportunities for students with more involved physical

Transition plans/IEPs addressed individual needs related to the 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 the next schools took place to

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

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 the development of skills in the area of independent living, education, and pathways to 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. Students 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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

and their families in a community setting.

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.

We will complete a Next Generation Science Standards materials adoption during the 2019-2020. 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.

Our CCS students participated in civic engagement opportunities through the Chick fil A Leader Academy, students visited the legislature and attended naturalization ceremonies, and activities to promote community engagement and student voice.

During 2018-19, a Big Picture Learning model has been fully implemented in the Youth Detention Facility with all classrooms completing a "Who Am I?" exhibition focusing on goal setting and planning for the future.

Our Youth Detention Facility, El Centro Jr./Sr. High School (El Centro) earned its WASC Accreditation Status and are completing their WASC Self-Study. They will host the WASC Visiting Committee in March 2020 for an intensive 3-day site visit to review the Self Study and progress on their critical areas of need.

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 growth in these areas in our CCS programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

We have expanded our programming design to increase student voice and civic engagement across all programs. Each student completes a "Who Am I" exhibition detailing their 10-year plan to a team of peers, teachers, and community members.
We are working towards college and career readiness for all students.

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: 55.0%
Site councils meet: 4 times per year

Offer high-quality parental engagement and support programs for all students including unduplicated students and students with exceptional needs: 100%

Actual

Parents/guardians attended a school event once per semester: 75.0%
Site councils met: 4 times per year

Offered high-quality parental engagement and support programs for all students including unduplicated students and students with exceptional needs: 100%

Expected

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%

Actual

Increased 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%

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

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.

Actual Actions/Services

4.1 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

Budgeted Expenditures

\$8,000
 \$6,000 LCFF
 \$2,000 Special Ed

Estimated Actual Expenditures

\$4,802
 \$3,787 LCFF
 \$1,015 Special Ed

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

services. Parents were encouraged to participate in the development of the SSP. All parents were invited to student-led conferences.

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.

At least annually, parents/guardians participated in the students' IEPs. During

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 needs and review of data and practices.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

4.2 Provide outreach to parents/guardians of students with disabilities to increase participation in school activities and events.

Actual Actions/Services

4.2 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.

Budgeted Expenditures

\$2,000 Special Ed

Estimated Actual Expenditures

\$1,650 Special Ed

Action 3

Planned Actions/Services

4.3 Transition specialists and English learner liaison ensure that parents/guardians of low income students, foster youth, English

Actual Actions/Services

4.3 The CCS site Principals Transition Specialists ensured that resources were made available to all CCS sites and

Budgeted Expenditures

\$27,035

\$6,885 Title IA
\$701 Title ID

Estimated Actual Expenditures

\$26,358

\$6,265 Title IA
\$671 Title ID

Planned Actions/Services

learners, and Special Education students receive appropriate information related to resources in the community to acquire assistance with parenting, substance abuse, post-secondary, and career options.

Actual Actions/Services

that additional supports were accessible and available to these subgroups. We have an EL Parent 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.

Parents/guardians received information related to: homeless/temporary housing needs; Alta California Regional Center; Palmiter onsite 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; Parent Workshops; CAC (Community

Budgeted Expenditures

\$19,449 Special Ed

Estimated Actual Expenditures

\$19,422 Special Ed

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

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 continue to see an increase in family involvement at school events based on sign-in sheets for attendance. Families are actively engaged in the IEP process for their students at least annually. Our Parent Liaison is available to provide additional support and resources to our families with the greatest needs, 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.

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.

Our Court School holds monthly parent orientations in the Visitor's Center and staff are available to answer any school or transition related questions, and provide resources for families to support their child upon release.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

No changes to this goal.

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 Rate: 6%

Actual

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

Suspension Rate: 8.2%

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

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.

Actual Actions/Services

5.1 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 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

Budgeted Expenditures

\$626,916
 \$285,413 LCFF
 \$13,686 LCFF S&C
 \$20,529 Foster Youth
 \$7,105 Title IA
 \$291,883 Special Ed
 \$8,300 Mental Health

Estimated Actual Expenditures

\$653,289
 \$309,886 LCFF
 \$12,546 LCFF S&C
 \$22,158 Foster Youth
 \$7,052 Title IA
 \$293,392 Special Ed
 \$8,255 Mental Health

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.

school hours if needed. 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.

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

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

Mental Health First Aid training was provided 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. 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.

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.

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

Principals reviewed suspension rates on at least a quarterly basis to determine if disproportionate discipline is present. Our data indicated 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.

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. LCAP surveys indicated that our schools are clean and in good condition.

Action 2

Planned 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.

Actual Actions/Services

5.2 Principals utilized MTSS 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

Budgeted Expenditures

\$17,024
 \$1,024 Title IA
 \$16,000 Special Ed

Estimated Actual Expenditures

\$11,767
 \$1,017 Title 1A
 \$10,750 Special Ed

Staff logged intervention 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 student's needs. This information was monitored and reviewed through a data collection and monitoring system called Review 360. 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.

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 continue to reduce our suspensions through alternatives to suspensions, restorative practices, and MTSS. Staff are implementing new intervention strategies to identify antecedents, and provide the appropriate levels of interventions so that the behavior does not lead to a suspension.

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

Suspension rates increased slightly within the Court and Community Schools. 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 will continue to review suspension data and disproportionate data for young men of color. We will continue with our mentoring partnerships to all community school sites, including a contract with the HAWK Institute.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

No changes to this goal.

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Stakeholder Engagement

LCAP Year: 2019-20

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 2018 with the development of the School Plans for Student Achievement (SPSA) and review of the 2018-2019 LCAP goals.

Parents, community members, and SCOE personnel engaged in ongoing discussions during the winter and spring of the 2018-2019 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.

2018-2019 Stakeholder Engagement Calendar (Stakeholders were comprised of parents/guardians, students, CCS administrators, Special Education administrators, teachers, transition specialists, school support staff, probation, community partners, nonprofit partners, and classified and certificated union groups.)

CCS Stakeholder Engagement Meetings and Surveys (November 15, 2018; December 20, 2018; March 1, 2019)

Special Education Stakeholder Engagement Meetings and Surveys (September 20, 2018; October 25, 2018; December 14, 2018; March 20, 2019; April 5, 2019; April 14, 2019; May 8, 2019)

September 12, 2018 Student Stakeholder Meeting (Elinor Lincoln Hickey)

October 4, 2018 Student Stakeholder Meeting (North Area Community School/Gerber/Promise)

November 8, 2018 Student Stakeholder Meeting (Palmiter/CARE sites)

November 20, 2018 Student Stakeholder Meeting (El Centro)

March 1, 2019 District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC) meeting to review and comment on LCAP

November 29, 2018 and March 1, 2019 Community Partner Stakeholder Meeting (District Advisory Committee Meeting)

June 5, 2019 Stakeholder Meeting with Sacramento County Office of Education Teachers Association (SCOETA) and California School Employees Association (CSEA)

LCAP Timeline

May 21, 2019 LCAP completed

May 24, 2019 LCAP submitted for Board packets and review

June 11, 2019 Public Hearing on LCAP and budget

June 18, 2019 Superintendent responds in writing to any written comments from stakeholder groups and notify public of the opportunity to submit written comments

June 25, 2019 LCAP and Budget (adoption action item) presented to SCOE Board

June 26, 2019 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 2018-2019.

SCOE LCAP Goals

1. Attend School Regularly: Throughout the 2018-2019 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 2018-2019 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), or High School Diploma. This continues to be an important area of focus as well as we move into the 2019-2020 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 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.

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	School Attendance Rate: 82.0% By subgroup: Expelled Students' Attendance Rate: 73.0% Foster Youth Attendance Rate: 83.54%	School Attendance Rate: 83.0% By subgroup: Expelled Students' Attendance Rate: 74.0% Foster Youth Attendance Rate: 85.0%	School Attendance Rate: 83.0% Foster Youth Attendance Rate: 88.0%	School Attendance Rate: 84.0% Foster Youth Attendance Rate: 89.0%
Chronically Absent Rate	Chronically Absent Rate: 30.67% By subgroup: Expelled Students' Chronically Absent Rate: 80.0% Foster Youth Chronically Absent Rate: 22.75%	Chronically Absent Rate: 29.0% By subgroup: Expelled Students' Chronically Absent Rate: 79.0% Foster Youth Chronically Absent Rate: 21.0%	Chronically Absent Rate: 29.0% Foster Youth Chronically Absent Rate: 21.0%	Chronically Absent Rate: 28.0% Foster Youth Chronically Absent Rate: 20.0%

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

Modified

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

1.1 Principals and transition specialists monitor student attendance through contracts, daily automated calls home for

1.1 Principals and transition specialists monitor student attendance through contracts, daily automated calls home for

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.

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

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 Senior Extension, LINKS Mentoring, and sites hold daily drawings, monthly drawings and awards, and quarterly parent/guardian luncheons, provide biweekly RT bus passes, field trips, and to positively reinforce the importance of daily attendance.

daily attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,078	\$371,572	\$410,630
Source	LCFF \$5,078	\$17,180 LCFF \$38,345 LCFF S&C \$197,081 Foster Youth \$108,940 Title IA \$10,026 Spec Ed	\$19,032 LCFF \$31,396 LCFF S&C \$220,252 Foster Youth \$111,905 Title 1A \$18,500 CSI \$9,545 Special 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	\$241,008 OB 2XXX \$104,350 OB 3XXX \$500 OB 4XXX \$64,772 OB5XXX

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

Modified

Modified

Modified

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 checkin/checkout 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	\$35,515
Source	Spec Ed \$2,199	\$36,120 Spec Ed	\$35,515 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	\$24,054 OB 1XXX \$1,327 OB 2XXX \$8,935 OB 3XXX \$100 OB 4XXX \$1,099 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

Modified

2017-18 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 at improving outcomes

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

Modified

2018-19 Actions/Services

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 partners: 916 Ink, Green Tech, Earth Mama,

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

Modified

2019-20 Actions/Services

1.3 Collaborate with nonprofit 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 partners: 916 Ink, Green Tech, Earth Mama,

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.

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.

Scholastic Journalism, HAWK Institute, and NCCT to provide academic support; career readiness/development/mentoring; literacy, ? research, and communication skills; and Construction training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$540,358	\$531,929	\$564,297

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

\$436,797 LCFF S&C
\$127,500 CSI

**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

\$73,238 OB 1XXX
\$54,807 OB 2XXX
\$42,089 OB 3XXX
\$394,163 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 removed from LCAP metrics
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

Modified

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 multitiered system of support to improve outcomes in CCSS ELA and math, and NGSS. These sequences provide staffs 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	\$132,012
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	\$73,381 LCFF S&C \$41,631 Spec Ed \$17,000 CSI
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	\$19,714 OB 1XXX \$53,241 OB 2XXX \$25,857 OB 3XXX \$200 OB 4XXX \$33,000 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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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

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.

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 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 the 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	\$876,255

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

\$577,529 LCFF S&C
\$45,887 Foster Youth
\$104,606 Title 1D
\$12,000 CSI
\$136,233 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

\$536,360 OB 1XXX
 \$100,815 2XXX
 \$224,080 OB 3XXX
 \$15,000 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

Modified

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	\$4,250
Source	Spec Ed \$250 LCFF \$9,000	\$250 Spec Ed \$1,500 LCFF \$1,200 Title II	\$4,000 LCFF \$250 Spec Ed
Budget Reference	OB 5XXX Spec Ed \$250 OB 5XXX LCFF \$9,000	\$1,500 OB 4XXX \$1,450 OB 5XXX	\$4,250 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

Modified

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	\$13,574

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	\$11,562 LCFF S&C \$2,012 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	\$9,452 OB 2XXX \$3,997 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

Modified

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	\$15,104

Source	Title ID \$1,370 Title ID \$689 Title IA \$8,000	\$15,000 LCFF \$2,048 Title ID	\$2,104 Title 1D \$13,000 CSI
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	\$1,359 OB 2XXX \$745 OB 3XXX \$13,000 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)

CAASPP Participation Rates

ELA: 59.0%
Math: 60.0%

CAASPP Achievement Rates

ELA: 6.0%
Math: 2.0%

CAASPP Participation Rates

ELA: 60.0%
Math: 61.0%

CAASPP Achievement Rates

ELA: 7.0%
Math: 3.0%

CAASPP Participation Rates

ELA: 61.0%
Math: 62.0%

CAASPP Achievement Rates

ELA: 7.0%
Math: 4.0%

CAASPP Participation Rates

ELA: 62.0%
Math: 63.0%

CAASPP Achievement Rates

ELA: 7.0%
Math: 5.0%

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%

Powerschool enrollment and completion data, Career Readiness Team Audit

CTE Completion Rate: 18.1%

CTE Completion Rate: 19.1%

CTE Completion Rate: 20.1%

CTE Completion Rate: 21.1%

Verification Process for Special Settings (VPSS) completion rates

Teacher Misassignment Rate: 0%
Fully Credentialed: 100%

Teacher Misassignment Rate: 0%
Fully Credentialed: 100%

Teacher Misassignment Rate: 0%
Fully Credentialed: 100%

Teacher Misassignment Rate: 0%
Fully Credentialed: 100%

Student and parent surveys, and site facilities review

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

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

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

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

LCAP Surveys: Indicated we have sufficient instructional materials and supplies

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

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

All students have access to CSS instructional materials and supplies: 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)

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action: Ensure Highly Qualified Teachers

3.1 Ensure CCS and Special Ed teachers

3.1 Ensure CCS and Special Ed teacher

(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 (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.

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.

sare 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount			
	\$7,276,542	\$8,674,054	\$9,172,828
Source	<p>A. LCFF \$1,849,453 LCFF \$274,118 LCFF \$764,971 Spec Ed \$3,300,000 Spec Ed \$1,060,000</p> <p>B. Title II \$1,000 Spec Ed \$7,000</p> <p>C. Lottery \$20,000</p>	<p>\$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</p>	<p>\$3,665,124 LCFF \$77,973 LCFF S&C \$962,430 Title 1A \$3,926,318 Spec Ed \$447,950 IDEA \$79,257 Mental Health \$13,776 CSI</p>
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</p> <p>B. OB 5XXX Title II \$1,000 OB 5XXX Spec Ed \$7,000 Budget Reference</p> <p>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>\$6,091,025 OB 1XXX \$689,364 OB 2XXX \$2,359,479 OB 3XXX \$32,960 OB 5XXX</p>

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

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.

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

2019-20 Actions/Services

3.2 CTE Teachers lead site based "Career Readiness Teams" that include principals, academic teachers, counselors, Transition Specialists, and community partners to ensure all students complete a career

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 and 3.9 and renumbered as Action 3.2. The action description and budgeted expenditures have been revised to reflect this change.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$180,921	\$756,402	\$719,489

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

\$359,467 LCFF S&C
\$20,701 Title 1D
\$170,708 Workability
\$140,132 Spec Ed
\$14,981 Lottery
\$13,500 CSI

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>\$364,671 OB 1XXX \$133,975 OB 2XXX \$180,511 OB 3XXX \$2,500 OB 4XXX \$37,832 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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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

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-

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.

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.

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. 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	\$830,658

Source

<p>A. Title 1D \$3,424 Title 1D \$1,722</p> <p>B. Foster Youth \$10,164 Foster Youth \$3,855</p> <p>C. Foster Youth \$40,657 Foster Youth \$15,421 Title IA \$4,000</p>	<p>\$500 LCFF \$402,164 LCFF S&C \$105,120 Foster Youth \$145,522 Title IA \$52,102 Title ID \$25,000 Spec Ed</p>	<p>\$700 LCFF \$467,646 LCFF S&C \$115,333 Foster Youth \$156,140 Title 1A \$53,520 Title 1D \$27,319 Spec Ed \$10,000 CSI</p>
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Budget Reference

<p>A. OB 2XXX Title 1D \$3,424 OB 3XXX Title 1D \$1,722</p> <p>B. OB 2XXX Foster Youth \$10,164 OB 3XXX Foster Youth \$3,855</p> <p>C. OB 2XXX Foster Youth \$40,657 OB 3XXX Foster Youth \$15,421 OB 5XXX Title IA \$4,000</p>	<p>\$350,968 OB 1XXX \$181,143 OB 2XXX \$185,797 OB 3XXX \$1,000 OB 4XXX \$11,500 OB 5XXX</p>	<p>\$423,914 OB 1XXX \$193,759 OB 2XXX \$202,285 OB 3XXX \$10,700 OB 5XXX</p>
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Action #4

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

Students to be Served

Location(s)

All Students

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

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-

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-

In 2018-19 and 2019-20, this action

(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	\$90,142
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 \$56,250 Spec Ed \$23,892 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	\$16,695 OB 2XXX \$7,197 OB 3XXX \$500 OB 4XXX \$65,750 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

Modified

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	\$4,900
Source	LCFF \$9,250 Spec Ed \$2,000	\$6,000 LCFF \$2,000 Spec Ed	\$4,000 LCFF \$900 Spec Ed
Budget Reference	OB 5XXX LCFF \$9,250 OB 5XXX Spec Ed \$2,000	\$8,000 OB 5XXX	\$4,900 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

Modified

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	\$26,825
Source	Special Ed \$1,000	\$6,885 Title IA \$701 Title ID \$19,449 Spec Ed	\$6,292 Title 1A \$719 Title 1D \$19,814 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	\$15,147 OB 1XXX \$5,760 OB 2XXX \$4,918 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

Modified

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.

All principals participate in our Improving Educational Equity series with Dora Dome and Epoch Education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300	\$626,916	\$655,576
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	\$317,818 LCFF \$11,324 LCFF S&C \$22,943 Foster Youth \$7,298 Title 1A \$1,500 CSI \$294,693 Spec Ed

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	\$122,734 OB 1XXX \$172,087 OB 2XXX \$112,402 OB 3XXX \$248,353 OB 5XXX
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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)

All Students

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

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.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,779	\$17,024	\$11,802
Source	Title 1D \$685 Title 1D \$344 Spec Ed \$10,750	\$1,024 Title IA \$16,000 Spec Ed	\$1,052 Title 1A \$10,750 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	\$679 OB 2XXX \$373 OB 3XXX \$10,750 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

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$1,116,138

Percentage to Increase or Improve Services

4.18%

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

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

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) continues to see 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 2019-20, SCOE will receive approximately \$1.1 million in supplemental and concentration funds. This amount and the percentage to increase and improve services is slightly less 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 2019-20 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 school-wide basis funded by supplemental and concentration funds received in 2019-2020. 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 2.4

Certificated Staff \$11,562

Action 5.1

Administration \$11,324

- 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 \$31,396

Action 1.3

Contract Fees \$266,663

Research Staff \$75,475

Administration \$94,659

- 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.ncwdyouth.info/ilp/howtoguide>. 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 \$577,529

Action 3.3

Research Staff \$146,760

Action 3.3

Certificated Staff and Administration \$320,886

- 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 \$151,354

- 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 \$13,000

- 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 four 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 \$355,116

Odesseyware \$4,351