



LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Adoption

June 24, 2014

Item VIII.E.

§ 15497. Local Control and Accountability Plan and Annual Update Template.

The Sacramento County Office of Education (SCOE) student programs provide services to students who need more than a traditional school program can provide. We provide these services through our Special Education programs and Schools, Court and Community Schools (CCS) and our services provided by Foster Youth Services (FYS).

The SCOE CCS programs serve students who need supports traditionally not found within traditional middle or high schools. SCOE is directly responsible for serving expelled youth, incarcerated youth and 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; we serve foster youth students and a small but growing population of English Learners. In general our students have a high rate of school mobility across all student subgroups. Our court school students are enrolled on average for 25 school days and our community school students 58 school days.

High mobility rates within the CCS do not provide sufficient time to utilize many standardized assessment systems or state mandated LCAP metrics. In order to measure growth of our students we utilize a customized Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment and we monitor school progress with a locally adopted Accountability System for Court and Community Schools that uses five indicators: Attendance, Reading Achievement, Math Achievement, Credit Completion and Successful Transition.

In many cases we do not offer programs that correspond to required LCAP rubrics. For example since we do not offer AP courses or utilize the EAP assessment, we will not include those metrics in our plan. We do however offer UC a-g courses via our online/in-class OdysseyWare program and will include our UC a-g completion rate, although it will be a very small percentage compared to a comprehensive high school.

All of our students are engaged in Career and Technical Education (CTE) and will now complete a comprehensive career interest survey, complete 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 or p21.org . We also offer accelerated and exploratory CTE programming through a series of non-profit partners with CTE faculty support, such as Northern California Construction and Training (NCCT), GreenTech and Scholastic Journalism. Each of these programs are designed to support student initial skill acquisition and transition to a post-secondary training program.

The Special Education Department provides services to students referred from the local school districts. SCOE provides special day class programs on district and community sites for students with severe disabilities, 3-22 years of age, and students K-12 with emotional disturbance. Special education services are also provided to students in Juvenile Court and Community schools, two small districts within Sacramento County, Arcohe and Elverta, and students with disabilities birth to three.

Special Education students 3 -22 years have an Individualized Education Program (IEP) plan that identifies student goals, objectives, assessment data, 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 an important and valued member of the IEP team, and their input and insight invaluable.

Introduction:

LEA: Sacramento County Office of Education: David W. Gordon, Superintendent, dgordon@scoe.net, 916.228.2410. LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents/guardians, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Stakeholder engagement processes began with School Site Councils in September of 2013 with the development of the Single Plans for Student Achievement (SPSA). The SPSA information was included as qualitative and quantitative data for the SCOE LCAP. Specific LCAP engagement of stakeholders began on March 25, 2014 after training and engagement of SCOE personnel.</p> <p>Stakeholders were provided with a consistent Power Point presentation that provided information on the LCAP process and the state priorities. In addition SCOE School Accountability Report Cards (SARCs) and</p>	<p>The SCOE LCAP was built using input from a wide group of stakeholder groups. The input gathered was synthesized into five major areas of need that are to be addressed over the next three years. These areas of need are reflected in the 2014-15 SCOE LCAP goals.</p> <ol style="list-style-type: none"> 1. Attendance: Stakeholders from SCOE CCS and Special Education programs expressed interest in increasing the average daily attendance of enrolled students at each program site. Within the

Involvement Process	Impact on LCAP
<p>the data within the SCOE Board adopted Local Accountability Plan for SCOE Court and Community schools was provided.</p> <p>Parents, community members and LEA personnel engaged in ongoing discussions during the spring of 2014. Principals led a variety of engagement processes, including: LCAP information and survey meetings, individual parent engagement and survey administration, parent and student engagement following student-led conferences, phone call engagement for parents/guardians of incarcerated students, probation and group home leadership engagement at site-specific locations.</p> <p><u>Special Education</u> Stakeholder meeting at Prairie Elementary – March 25, 2014 Stakeholder meeting at Dry Creek Elementary – March 27, 2014 Stakeholder meeting at Galt HSD – March 27, 2014 Stakeholder meeting at Palmiter – April 4, 2014 Stakeholder meeting at Palmiter – April 25, 2014</p> <p><u>Court and Community Schools (CCS)</u> Stakeholder engagement at Morgan – March 26, 2014 Surveys to El Centro Parents/guardians via phone – March 28, 2014 Stakeholder meeting at EL Hickey – April 4 and 10, 2014 Stakeholder meeting at El Centro – April 9, 2014 Stakeholder meeting at Gerber – April 10, 2014 Stakeholder meeting at North Area Community School (NACS) – April 23, 2014 SCOE District Advisory Committee met to gather stakeholder input on May 1, 2014. Local bargaining units were engaged April 24, 2014 and May 5, 2014 Additionally all Court and Community School (CCS) programs interviewed parents/guardians using a common LCAP engagement survey before and after school.</p> <p>The SCOE LCAP team integrated stakeholder input data from input gathered during 2013-14 Site Council meetings and Board student engagement visits.</p> <p>The SCOE District Advisory Committee (DAC) met to review and comment on the LCAP on May 22, 2014.</p> <p>The SCOE Superintendent will respond to any questions generated by the SCOE DAC regarding the LCAP by June 2, 2014.</p> <p>All stakeholder feedback was transcribed, coded by theme, and organized into areas of need. These areas of need were developed into five LCAP goals.</p> <p>In addition to the stakeholder engagement described above, the SCOE Board held a public hearing on the 2014-15 LCAP on June 10, 2014 and the LCAP was put forward for adoption on June 24, 2014 at a SCOE Board meeting.</p>	<p>LCAP this goal is listed as Attend School Regularly and was developed with input from parents/guardians requesting assistance with improving their child’s daily attendance, daily reports from CSEA employees who track Average Daily Attendance (ADA) and analysis of our “Learning Readiness” indicator data within our SCOE Board adopted Accountability System for Court and Community Schools.</p> <ol style="list-style-type: none"> 2. Stakeholders from SCOE CCS and Special Education programs expressed many responses during stakeholder meetings that stressed the importance of maximizing the number of students earning a Certificate of Completion, California High School Proficiency Exam (CHSPE), High School Diploma, or GED/or newly adopted equivalent. Within the LCAP this goal is listed as Graduate from High School with Diploma or Equivalency. 3. SCOE Special Education and CCS program stakeholders expressed consistent input that highlighted the insistence that all students should complete high school prepared for post-secondary programs, employment or essential life skills. In many cases, input from special education programs expressed a desire for graduating students’ ability to continue to engage in programming after high school that increases self-sufficiency. This goal is expressed as Prepare for College and Career. 4. SCOE student program stakeholders expressed a desire for increased opportunities for parents/guardians to participate 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. In addition they would like resources designed to help their child continue their education outside of the school day. This goal is listed as Involve Parents / Guardians. 5. SCOE student program stakeholders gave high marks to campuses in general, but do have continued concerns regarding maintaining safe school environments. Much of this input came from staff, faculty and partners who realize the need for enhanced training and partnerships to address the previous trauma that occurred in many of our students’ lives. There was specific mention of the need to provide Trauma Informed training to all CCS faculty members and increase options for students to receive mental health services on our campuses, through partnering agencies or non-profit organizations. This goal is listed as Safe and Clean School Environment.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents/guardians, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Increase Average Daily Attendance Percentages Metric: School Attendance Rate	1. Attend School Regularly	All	Court and Community Schools (CCS)		School attendance rate \geq 72%	School attendance rate \geq 76%	School attendance rate \geq 80%	5, 9, 10
					Expelled student attendance rate \geq 72%	Expelled student attendance rate \geq 76%	Expelled student attendance rate \geq 80%	
					Foster youth attendance rate \geq 72%	Foster youth attendance rate \geq 76%	Foster youth attendance rate \geq 80%	
Need: Decrease Chronic Absenteeism Rate at Community Schools		All	Community Schools (CS)		Chronically Absent Rate \leq 70%	Chronically Absent Rate \leq 60%	Chronically Absent Rate \leq 50%	
					Expelled Student Chronically Absent Rate \leq 70%	Expelled Student Chronically Absent Rate \leq 60%	Expelled Student Chronically Absent Rate \leq 50%	
					Foster Youth Chronically Absent Rate \leq 70%	Expelled Student Chronically Absent Rate \leq 60%	Expelled Student Chronically Absent Rate \leq 50%	
Need: CCS need to improve HS Diploma, GED attainment or successful transition rate	2. Graduate from High School with Diploma or Equivalency	All	CCS					5, 7, 8, 9, 10
Successful Transition Rate (Local)		All	CCS		Diploma, GED or successful transition \geq 85%	Diploma, GED or successful transition \geq 87%	Diploma, GED or successful transition \geq 89%	
Middle School Lost Transfer Rate (Local)		All	CCS		Middle School Lost Transfer Rate decreases by \geq 1% point per year	Middle School Lost Transfer Rate decreases by \geq 1% point per year	Middle School Lost Transfer Rate decreases by \geq 1% point per year	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
High School Lost Transfer Rate (Local)		All	CCS		High School Lost Transfer Rate ≤ 18%	High School Lost Transfer Rate ≤ 17%	High School Lost Transfer Rate ≤ 16%	
Local High School Graduation Rate per Unduplicated Student		All	CCS		Local High School Graduation Rate per Unduplicated Student ≥ 1%	Local High School Graduation Rate per Unduplicated Student ≥ 1.5%	Local High School Graduation Rate per Unduplicated Student ≥ 2.0%	
Local GED Attainment Rate per Unduplicated Student		All	CCS		GED Attainment Rate per Unduplicated Student ≥ 1%	GED Attainment Rate per Unduplicated Student ≥ 1.5%	GED Attainment Rate per Unduplicated Student ≥ 2.0%	
Local: Transcript Diploma Track Rate		All	CCS		Transcript analysis ≥ 90% CCS students in diploma track	Transcript analysis ≥ 92% of CCS students in diploma track	Transcript analysis ≥ 95% of CCS students in diploma track	
Local Successful Transition Rate (Expelled Students)		9	CCS		Expelled Students graduation or successful transition rate ≥ 85%	Expelled Students graduation or successful transition rate ≥ 86%	Expelled Students graduation or successful transition rate ≥ 87%	
Local Successful Transition Rate (Foster Youth)		10	CCS		Foster Youth successful transition rate ≥ 85%	Foster Youth successful transition rate ≥ 86%	Foster Youth successful transition rate ≥ 87%	
	3. Prepare for College and Careers	All	All					1, 2 ,4, 5, 7, 8, 9, 10
Need: Increase literacy and math proficiency rates California Assessment of Student Performance and Progress (CAASPP)		All	All		Student Baseline Data	Improve Student Proficiency (Measures added after 2014-15)	Improve Student Proficiency (Measures added after 2015-16)	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Los Rios Skills Inventory, Kuder and Bridges Career Assessment Reports		All	All		75% of all student subgroups will complete a Kuder or Bridge Career Assessment, Los Rios Skills Inventory	80% of all student subgroups will complete a Kuder or Bridge Career Assessment	85% of all student subgroups will complete a Kuder or Bridge Career Assessment	
NWEA Reading and Math Scores, Woodcock-Johnson, WIAT		All	All		All student subgroups: achieve semester NWEA Reading and Math goals 80%	All students subgroups: achieve meeting semester NWEA Reading and Math goals 82%	All student subgroups: achieve semester NWEA Reading and Math goals 84%	
Implement Common Core State Standards (CCSS)		All	All		100% of faculty will complete CCSS Training Sequence	90% of faculty will implement CCSS by administration observation	95% of faculty will implement CCSS by administration observation	
UC a-g Completion Rate		All	All		Establish baseline UC a-g completion rate	Increase UC a-g completion rate by 1% point per year	Increase UC a-g completion rate by 1% point per year	
Local CTE Completion Rate		All	All		Establish local CTE Completion Rate	Increase CTE Completion Rate by 1% point per year	Increase CTE Completion Rate by 1% point per year	
HQT Teacher misassignment rate		All	All		HQT misassignment rate ≤ 18%	HQT misassignment rate ≤ 16%	HQT misassignment rate ≤ 14%	
Ensure all students have appropriate instructional materials Local "Williams Type Review" Rating		All	All		Instructional Materials Survey	Instructional Materials Survey	Instructional Materials Survey	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Ensure students have CCSS aligned instructional materials Local Curriculum Committee Minutes		All	All		SCOE CCSS Math Adoption	SCOE CCSS ELA Adoption Implement Math Adoption	Alignment of remaining instructional materials with CCSS Implement ELA Adoption	
Course Access Local Transcript Evaluation Rating		All	All		Establish baseline for course access rating	Improve course access rating by 1 percentage point per year	Improve course access rating by 1 percentage point per year	
API		All	All		No API	Create goal when new API is released	Create goal when new API is released	
Need: Increase Parent/Guardian Engagement Metric: Local – Event Sign In Sheets, SCOE LCAP DAC Membership	4. Involve Parents and Guardians ¹	All	All		30% of all student subgroups parents/guardians will attend a school event once per semester after enrollment session	35% of all student subgroups parents/guardians will attend a school event once per semester after enrollment session	40% of all student subgroups parents/guardians will attend a school event once per semester after enrollment session	3, 8, 9, 10
SCOE School Site Council Membership					All Site Councils will meet the state requirements for parent participation	All Site Councils will meet the state requirements for parent participation	All Site Councils will meet the state requirements for parent participation	
Strengthening Families Program Participation		All	CCS		Pilot Strengthening Families Program at one CS	Refine and Expand Strengthening Families Program to all CS	Refine and further expand Strengthening Families Program to all CCS Programs	

¹ El Centro Jr./Sr. High School will explore options for increasing engagement of parents/guardians of students incarcerated in the Youth Detention Facility.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Parents/Guardians desire increased meaningful engagement with their child's school. Metric: SCOE LCAP Survey and Annual Survey	4. Involve Parents / Guardians	All	All		35% of all student subgroup parents/guardians attend school event each semester	40% of all student subgroup parents/guardians attend school event each semester	45% of all student subgroup parents/guardians attend school event each semester	
Need: Maintain Clean school environments Metrics: Williams Review, Annual Safety Survey with parents/guardians, staff, students	5. Safe and Clean School Environment	All	All		All schools pass Williams reviews with "Good" facilities rating	All schools pass Williams reviews with "Good" facilities rating	All schools pass Williams reviews with "Good" facilities rating	1, 6, 9, 10
Need: Increase Campus Safety Metric: Suspension Rates		All	All		Suspension Rates for all student subgroups pursuant to Ed Code 52022 drop by 1% point	Suspension Rates for all student subgroups pursuant to Ed Code 52022 drop by 1% point	Suspension Rates for all student subgroups pursuant to Ed Code 52022 drop by 1% point	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Attend School Regularly	3	Action: Community School Enrollment Center will implement Parent/Guardian Attendance Contracts	CCS				
		Service: School Site Councils will provide input, Principals will create implementation plan based on collective input	CCS		Secure input, create implementation plan and run pilot contracts at each site Funding: LCFF OB 5XXX \$2,000	Refine process and implement LEA-wide Funding: LCFF OB 5XXX \$1,800	Refine and continue contract implementation Funding: LCFF OB 5XXX \$2,100
1. Attend School Regularly	3	Action: Develop effective ways to monitor student attendance	All				
		Service: Special Education program will notify parent when student is absent; explore an automatic calling system	Leo A. Palmiter Jr./Sr. High, CCS		Secure input for notification process and explore automatic calling systems Funding: LCFF OB 5XXX \$3,000 Funding: Spec Ed OB 5XXX \$3,000	Update process Funding: LCFF OB 5XXX \$3,000 Funding: Spec Ed OB 5XXX \$2,000	Update process Funding: LCFF OB 5XXX \$3,000 Funding: Spec Ed OB 5XXX \$1,500
1. Attend School Regularly	3	Action: Improve attendance reporting by reviewing attendance policies with staff and parents/guardians	All				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: Create a parent newsletter/tip sheet regarding attendance that combines updated wellness information and compulsory attendance guidelines	All		Create newsletter and tip sheets Funding: LCFF OB 5XXX \$2,000 Funding: Spec Ed OB 5XXX \$2,000	Continue and refine process Funding: LCFF OB 5XXX \$2,000 Funding: Spec Ed OB 5XXX \$2,000	Continue and refine process Funding: LCFF OB 5XXX \$2,000 Funding: Spec Ed OB 5XXX \$2,000
1. Attend School Regularly	3	Action: Coordinate with districts to utilize SARB process as appropriate	All				
		Service: Schedule home visits and/or IEP meetings to address attendance concerns, and/or send attendance letters home	All		Create schedule of home visits and IEP meetings, send letters home Funding: Spec Ed OB 5XXX \$800	Continue and refine process Funding: Spec Ed OB 5XXX \$800	Continue and refine process Funding: Spec Ed OB 5XXX \$800
1. Attend School Regularly	5,6	Action: Implement check in/check out monitoring system for ED programs	ED Programs				
		Service: Students attend check-in/check-out and connect to mentors	ED Programs		Select students and meet with mentors Funding: Spec Ed OB 4XXX \$100	Continue and refine process Funding: Spec Ed OB 4XXX \$100	Continue and refine process Funding: Spec Ed OB 4XXX \$100
1. Attend School Regularly	2,5,6	Action: Offer engaging, meaningful curriculum, clubs, and activities as an incentive to be at school	All				
		Service: Create attendance awards, acknowledgements, and activities that promote positive attendance	All		Create awards, certificates, and activities Funding: Spec Ed OB 4XXX \$500 OB 5XXX \$500	Continue and refine process Funding: Spec Ed OB 4XXX \$500 OB 5XXX \$500	Continue and refine process Funding: Spec Ed OB 4XXX \$500 OB 5XXX \$500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Attend School Regularly	9, 10	Action: All CCS and expelled youth will sign an attendance contract, committing to ≥ annual LCAP metric as part of their Student Success Plan (SSP).	CCS				
		Service: Student Leadership teams will design attendance contracts with SCOE, Probation and non-profit guidance – SCOE Print Shop to design contract based upon input, implement pilot student attendance contracts	CCS		Student Leadership teams will design attendance contracts with SCOE, Probation, non-profits – SCOE Print Shop to design expelled youth attendance contract based on input, implement student attendance contracts Funding: LCFF OB 5XXX \$2,000	Refine student attendance contract process and implement LEA-wide Funding: LCFF OB 5XXX \$2,300	Further refine student attendance contract process and implement LEA-wide Funding: LCFF OB 5XXX \$2,600
1. Attend School Regularly	10	Action: Improve Foster Youth Attendance	Foster Youth				
		Service: FYS collaborate with probation when foster youth miss school	CCS		FYS will collaborate with probation to improve attendance Funding: Title I OB 2XXX \$80,000 OB 3XXX \$25,000	FYS will collaborate with probation to improve attendance Funding: Title I OB 2XXX \$80,000 OB 3XXX \$25,000	FYS will collaborate with probation to improve attendance Funding: Title I OB 2XXX \$80,000 OB 3XXX \$25,000
2. Graduate from High School with Diploma or Equivalency	5	Action: CCS/Spec Ed Faculty will participate in professional development designed to increase student academic engagement	CCS				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: All CCS faculty will participate in CCSS and highly effective strategies (i.e. Marzano, Hattie) training on early release Wednesdays	CCS		Principals to Marzano and Hattie training. PD for faculty on early release Wednesdays Funding: LCFF OB 5XXX \$3,800	Implement Marzano and Hattie training, refine and review implementation Funding: LCFF OB 5XXX \$1,000	Review Marzano and Hattie implementation and evaluate effectiveness Funding: LCFF OB 5XXX \$1,000
		Service: All CCS faculty will participate in training regarding CA equivalency exams including: GED, HiSET and TASC	CCS		CA equivalency exam site training: GED, HiSET, TASC Funding: LCFF OB 5XXX \$4,700	Evaluate instruction and student data on GED, HiSET and TASC Funding: LCFF OB 5XXX \$3,400	Evaluate instruction and student data on GED, HiSET and TASC Funding: LCFF OB 5XXX \$3,400
2. Graduate from High School with Diploma or Equivalency	7	Action: Improve Student Success Plan process for all students	CCS				
		Service: All youth will create a Student Success Plan within the first week of enrollment with Transition Specialist assistance	CCS		Create Student Success Plan to ensure youth have an effective course enrollment plan Funding: LCFF OB 2XXX \$4,200 OB 3XXX \$1,400	Review and revise Student Success Plan course enrollment process, review transcript data Funding: LCFF OB 2XXX \$1,100 OB 3XXX \$400	Review transcript data and revise if necessary Funding: LCFF OB 2XXX \$1,100 OB 3XXX \$400
		Service: All youth will conduct a student-led conference with parent/guardian on a semester basis to review SSP progress	CCS		Plan and schedule student led conferences prior to August 1, 2014 Funding: LCFF OB 5XXX \$8,500	Review and revise Funding: LCFF OB 5XXX \$8,500	Review and revise Funding: LCFF OB 5XXX \$8,500
2. Graduate from High School with Diploma or Equivalency	9	Action: Improve expelled youth Student Success Plan process	CCS				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: All expelled youth will create a Student Success Plan within the first week of enrollment with Transition Specialist assistance	CCS		Create Student Success Plan to ensure youth have an effective graduation and transition plan Funding: Title 1A OB 2XXX \$51,000 OB 3XXX \$17,000	Review and revise Funding: Title 1A OB 2XXX \$51,000 OB 3XXX \$17,000	Review and revise Funding: Title 1A OB 2XXX \$51,000 OB 3XXX \$17,000
2. Graduate from High School with Diploma or Equivalency	3,5,6	Action: Create student focus groups and parent focus groups to gather information	All				
		Service: Provide information about options for graduation (CHSPE, GED) and conduct parent meetings	All		Principals will conduct student/parent focus groups and provide information Funding: Spec Ed OB 5XXX \$250	Review and revise Funding: Spec Ed OB 5XXX \$250	Review and revise Funding: Spec Ed OB 5XXX \$250
3. Prepare for College and Careers	2	Action: CCS and Spec Ed students will engage with curricula utilizing the Common Core State Standards	All				
		Service: CCS/Spec Ed Faculty will complete training regarding CCSS implementation	All		Schedule, complete and implement CCSS PD Funding: Common Core OB 5XXX \$10,000	Observe implementation, secure faculty feedback, revise PD plan Funding: LCFF OB 5XXX \$5,000	Observe implementation, secure faculty feedback, revise PD plan Funding: LCFF OB 5XXX \$5,000
		Service: CCS Faculty will create CCSS performance tasks and utilize online formative assessments of CCSS	CCS		PD on Common Core performance tasks and CAASSP on early release Wednesdays Funding: LCFF OB 5XXX \$2,400	Observe implementation, secure faculty feedback, revise PD plan Funding: LCFF OB 5XXX \$2,400	Observe implementation, secure faculty feedback, revise PD plan Funding: LCFF OB 5XXX \$2,400

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3. Prepare for College and Careers	1,2	Action: Maintain Highly Qualified Teachers (HQT) in all CCS and Spec Ed programs	All				
		Service: Hire HQT teachers and appropriately credentialed administrators	All		Salaries for HQ faculty, administrators and support staff Funding: LCFE OB 1XXX \$2,325,000 OB 2XXX \$300,000 OB 3XXX \$875,000 Funding: Spec Ed OB 1XXX: \$3,100,000 OB 2XXX: \$2,300,000 OB 3XXX: \$2,250,000	Salaries for HQ faculty, administrators and support staff Funding: LCFE OB 1XXX \$2,325,000 OB 2XXX \$300,000 OB 3XXX \$875,000 Funding: Spec Ed OB 1XXX: \$3,100,000 OB 2XXX: \$2,300,000 OB 3XXX: \$2,250,000	Salaries for HQ faculty, administrators and support staff Funding: LCFE OB 1XXX \$2,325,000 OB 2XXX \$300,000 OB 3XXX \$875,000 Funding: Spec Ed OB 1XXX: \$3,100,000 OB 2XXX: \$2,300,000 OB 3XXX: \$2,250,000
		Service: Utilize Verification Process for Special Settings (VPSS) credentialing process to ensure CCS and Spec Ed teachers are appropriately credentialed	All		VPSS Credentialing Process Funding: Title II OB 5XXX \$7,000 Funding: Spec Ed OB 5XXX \$7,000	VPSS Credentialing Process Funding: Title II OB 5XXX \$7,000 Funding: Spec Ed OB 5XXX \$7,000	VPSS Credentialing Process Funding: Title II OB 5XXX \$7,000 Funding: Spec Ed OB 5XXX \$7,000
		Service: Provide instructional materials aligned to the Common Core State Standards	All		Review and purchase mathematics materials Funding: Common Core OB 4XXX \$27,000 Funding: Lottery OB 4XXX \$53,000	Implement math materials Funding: Lottery OB 4XXX \$35,000	Review and purchase English LA materials Funding: Lottery OB 4XXX \$80,000
3. Prepare for College and Careers	4	Action: All CCS and Spec Ed students will engage in College/Career course sequences tailored for their individual situation	All				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: Spec Ed Principals will develop Transition Plans within IEPs	Spec Ed Programs		Develop transition plan within IEPs Funding: Workability OB 2XXX \$55,000 OB 3XXX \$26,000 Funding: Spec Ed OB 1XXX \$49,000 OB 3XXX \$12,000	Develop transition plan within IEPs Funding: Workability OB 2XXX \$55,000 OB 3XXX \$26,000 Funding: Spec Ed OB 1XXX \$49,000 OB 3XXX \$12,000	Develop transition plan within IEPs Funding: Workability OB 2XXX \$55,000 OB 3XXX \$26,000 Funding: Spec Ed OB 1XXX \$49,000 OB 3XXX \$12,000
3. Prepare for College and Careers	7	Action/Service: Each CCS student will enroll in a course sequence designed to recover missing credits and engage in the core curriculum	CCS		Build system to imbed course sequence planning into enrollment and SSP development Costs included under Goal 2/Priority 7	Evaluate transcripts and revise planning Costs included under Goal 2/Priority 7	Evaluate transcripts and revise planning Costs included under Goal 2/Priority 7
	8	Action/Service: Each CCS student SSP will include additional planned outcomes such as Anger Management, Leadership Training and Career Readiness	CCS		Build system to imbed students support planning into enrollment process and SSP development Funding: LCFF OB 2XXX \$750 OB 3XXX \$250	Evaluate transcripts and revise planning Funding: LCFF OB 2XXX \$750 OB 3XXX \$250	Evaluate transcripts and revise planning Funding: LCFF OB 2XXX \$750 OB 3XXX \$250
	9	Action/Service: Each expelled student will have access to complete an intentional course sequence designed to recover missing credits and engage in the core curriculum	CCS		Build system to imbed course sequence planning into enrollment and SSP development Costs included under Goal 3/Priority 8	Evaluate transcripts and revise planning Costs included under Goal 3/Priority 8	Evaluate transcripts and revise planning Costs included under Goal 3/Priority 8
		Service: Each expelled student SSP will include an individualized course completion plan	CCS		Build system to imbed students support planning into enrollment process and SSP development Costs included under Goal 3/Priority 8	Evaluate transcripts and revise planning Costs included under Goal 3/Priority 8	Evaluate transcripts and revise planning Costs included under Goal 3/Priority 8

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3. Prepare for College and Careers	10	Action: With the assistance of Foster Youth Services, each Foster Youth student in CCS will have access to complete an intentional course sequence designed to recover missing credits and engage in the core curriculum	CCS				
		Service: Each foster youth SSP will include an individualized course completion plan	CCS		Build system to imbed course sequence planning into enrollment and SSP development Costs included under Goal 3/Priority 8	Evaluate transcripts and revise planning Costs included under Goal 3/Priority 8	Evaluate transcripts and revise planning Costs included under Goal 3/Priority 8
		Service: Each foster youth SSP will include additional planned outcomes such as Anger Management, Leadership Training and Career Readiness	CCS		Build system to imbed students support planning into enrollment process and SSP development Costs included under Goal 3/Priority 8	Evaluate transcripts and revise planning Costs included under Goal 3/Priority 8	Evaluate transcripts and revise planning Costs included under Goal 3/Priority 8
3. Prepare for College and Careers	5,8, 4	Action: Prepare middle school students for high school and career development	All				
		Service: Discuss learning pathways, agency connections and tours with middle school students	All		Organize college visits, schedule tours and arrange for guest speakers Funding: LCFF OB 5XXX \$10,000 Funding: Spec Ed LCFF OB 5XXX \$5,000	Review and revise Funding: LCFF OB 5XXX \$10,000 Funding: Spec Ed LCFF OB 5XXX \$5,000	Review and revise Funding: LCFF OB 5XXX \$10,000 Funding: Spec Ed LCFF OB 5XXX \$5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3. Prepare for College and Careers	4,8	Action: Create and develop study skills for students	All				
		Service: Utilize a system to teach study skills for students	All		Prepare and implement a system for teaching study skills for students Funding: Spec Ed LCFF OB 4XXX \$500 OB 5XXX \$500	Review and revise Funding: Spec Ed LCFF OB 4XXX \$500 OB 5XXX \$500	Review and revise Funding: Spec Ed LCFF OB 4XXX \$500 OB 5XXX \$500
3. Prepare for College and Careers	5	Action: Develop additional options for engaging students	All				
		Service: Provide access to after school tutoring, volunteering/community services opportunities	Spec Ed		Disseminate available information for tutoring and volunteer opportunities Funding: Spec Ed OB 5XXX \$250	Review and revise Funding: Spec Ed OB 5XXX \$250	Review and revise Funding: Spec Ed OB 5XXX \$250
4. Involve Parents / Guardians	3	Action: Parents/Guardians of all enrolling community schools and Spec Ed students will complete a comprehensive enrollment process	All				
		Service: Each parent/guardian will complete an enrollment process with their child, contribute to the SSP and to the IEP, confirm attendance at the next Student Led Conference or participate in the IEP	Community Schools, Spec Ed		Evaluate current enrollment process for efficiency and engagement of all parents/guardians and students, refine and implement new processes Funding: LCFF OB 5XXX \$1,500 Funding: Spec Ed OB 5XXX \$2,000	Review retention data and revise Funding: LCFF OB 5XXX \$1,500 Funding: Spec Ed OB 5XXX \$2,000	Review retention data and revise Funding: LCFF OB 5XXX \$1,500 Funding: Spec Ed OB 5XXX \$2,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4. Involve Parents / Guardians	3	Action: Parents/guardians will increase participation in school activities	Spec Ed				
		Service: Parents/guardians will participate in one school event per semester	Spec Ed		Parent to participate in school event Funding: Spec Ed OB 5XXX \$500	Review and Revise Funding: Spec Ed OB 5XXX \$500	Review and revise Funding: Spec Ed OB 5XXX \$500
4. Involve Parents / Guardians	3	Action: Parents/guardians of Spec Ed students will receive information via resources in the community	Spec Ed				
		Service: Parents/guardians will receive list of resources	Spec Ed		Create list of resources and develop manual Funding: Spec Ed OB 5XXX \$1,000	Review and Revise Funding: Spec Ed OB 5XXX \$1,000	Review and Revise Funding: Spec Ed OB 5XXX \$1,000
4. Involve Parents / Guardians	9,3	Action: Parents /guardians of expelled students will complete a mandatory enrollment process with their child	CCS				
		Service: Parents/guardians will contribute to the SSP and confirm attendance at the next student-led conference and update on district rehabilitation plans will be provided	CCS		Parents/guardians to participate in student-led conferences Funding: LCFF OB 5XXX \$800	Parents/guardians to participate in student-led conferences Funding: LCFF OB 5XXX \$800	Parents/guardians to participate in student-led conferences Funding: LCFF OB 5XXX \$800

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	10	Action: Parents/Guardians of all foster youth will complete a mandatory enrollment process ²	Foster Youth				
		Service: Foster Youth parents and FYS will contribute to the SSP and confirm attendance at the next student-led conference			Costs included under Goal4/Priority 9	Costs included under Goal4/Priority 9	Costs included under Goal4/Priority 9
5. Safe and Clean School Environment	1	Action: All safety plans will be updated annually by site safety teams	All				
		Service: Principals or partnering building owner will schedule required emergency drills and lead drill implementation as scheduled			Develop Emergency Plans Funding: LCFF OB 5XXX \$1,400	Develop Emergency Plans Funding: LCFF OB 5XXX \$1,400	Develop Emergency Plans Funding: LCFF OB 5XXX \$1,400
5. Safe and Clean School Environment	6,9	Action: Sites will continue to reduce suspensions	All				
		Service: Each campus will complete a quarterly review of suspension rates and adjust programming as necessary			Develop reports to ensure accurate review of data Funding: LCFF OB 2XXX \$1,000 OB 3XXX \$300	Develop reports to ensure accurate review of data Funding: LCFF OB 2XXX \$650 OB 3XXX \$200	Develop reports to ensure accurate review of data Funding: LCFF OB 2XXX \$650 OB 3XXX \$200
5. Safe and Clean School Environment	9	Action: Improve campus and personal safety with respect to expelled youth	CCS				

² At El Centro Jr./Sr. HS FYS will represent students in enrollment processes

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: All sites will review expelled youth rehabilitation plan and SSP goals quarterly with students and refine SSP as necessary	CCS		Sites will ensure school safety Funding: LCFF OB 5XXX \$7,250	Sites will ensure school safety Funding: LCFF OB 5XXX \$7,250	Sites will ensure school safety Funding: LCFF OB 5XXX \$7,250
5. Safe and Clean School Environment	1	Actions: Maintain clean and safe campuses across system	All				
		Service: Hire or contract custodians to adequately clean and maintain all SCOE owned CCS sites	All		Custodial Services Funding: LCFF OB 2XXX \$145,000 OB 3XXX \$48,000 OB 5XXX \$29,000 Funding: Spec Ed OB 5XXX \$168,000	Custodial Services Funding: LCFF OB 2XXX \$145,000 OB 3XXX \$48,000 OB 5XXX \$29,000 Funding: Spec Ed OB 5XXX \$168,000	Custodial Services Funding: LCFF OB 2XXX \$145,000 OB 3XXX \$48,000 OB 5XXX \$29,000 Funding: Spec Ed OB 5XXX \$168,000
5. Safe and Clean School Environment	6	Action: Provide staff development in positive behavior supports	All				
		Service: All staff trained in Positive Behaviors, Intervention and Support (PBIS)	All		Provide PBIS training to Spec Ed Staff Funding: LCFF OB 5XXX \$5,000	Review and revise Funding: LCFF OB 5XXX \$5,000	Review and revise Funding: LCFF OB 5XXX \$5,000
5. Safe and Clean School Environment	5,6	Action: Provide education related mental health support to students	All				
		Service: School psychologist and staff implement mental health support strategies	All		Create system of support and implement strategies to promote mental health Funding: Spec Ed OB 1XXX \$95,000 OB 3XXX \$23,500	Review and revise Funding: Spec Ed OB 1XXX \$95,000 OB 3XXX \$23,500	Review and revise Funding: Spec Ed OB 1XXX \$95,000 OB 3XXX \$23,500

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Attend School Regularly	5, 10	Action: Continue to partner with Sacramento Probation to improve attendance, provide during school and after school programming for all students, with a special emphasis on probation supervised students	CCS				
		Service: Develop a text messaging system to inform parents/guardians of non-attending students and procedures to keep parent mobile numbers updated	CCS		Student Data Team to develop and implement text message system to inform parents/guardians of non-attending students and keep numbers current Funding: LCFF Supp & Conc OB 2XXX \$14,000 OB 3XXX \$4,500	Refine and improve system to meet current technology Funding: LCFF Supp & Conc OB 2XXX \$12,000 OB 3XXX \$4,000	Refine and improve system to meet current technology Funding: LCFF Supp & Conc OB 2XXX \$12,000 OB 3XXX \$4,000
		Service: Create a data sharing agreement with Probation that will inform SCOE and Probation regarding Youth Service Center effectiveness	CCS		Define and implement a data sharing agreement to meet the confidentiality needs of all parties, establish baseline data Funding: LCFF Supp & Conc OB 5XXX \$500 OB 2XXX \$1,100 OB 3XXX \$400 Funding: C-SAPA Local OB 2XXX \$1,500 OB 3XXX \$500	Refine and plan programming based upon last year’s data analysis Funding: LCFF Supp & Conc OB 5XXX \$500 Funding: C-SAPA Local OB 2XXX \$450 OB 3XXX \$150	Refine and plan programming based upon last year’s analysis Funding: LCFF Supp & Conc OB 5XXX \$500 Funding: C-SAPA Local OB 2XXX \$450 OB 3XXX \$150

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Attend School Regularly	4, 5, 9, 10	Action: Plans to improve attendance for Low Income, EL, LTEL, RFEP and Foster Youth students will be developed	All				
		Service: Enrollment and engagement materials will be translated into major languages, specific information regarding the importance of daily attendance will be included, Principals will review EL attendance rates on a quarterly basis	All		Translation of documents to ensure parents/guardians are informed about importance of attendance Funding: LCFF Supp & Conc OB 5XXX \$1,000	Translation of documents to ensure parents/guardians are informed about importance of attendance Funding: LCFF Supp & Conc OB 5XXX \$500	Translation of documents to ensure parents/guardians are informed about importance of attendance Funding: LCFF Supp & Conc OB 5XXX \$500
		Service: Specific plans to support attendance of Low Income, EL, LTEL, RFEP and Foster Youth students will be developed by the Site Councils and Student Leadership teams	All		Sites will provide student transportation to support attendance Funding: LCFF Supp & Conc OB 5XXX \$37,000	Translation of documents to ensure parents/guardians are informed about importance of attendance Funding: LCFF Supp & Conc OB 5XXX \$37,000	Translation of documents to ensure parents/guardians are informed about importance of attendance Funding: LCFF Supp & Conc OB 5XXX \$37,000
		Service: Specific plans to support attendance of EL and LTEL students will be developed by Site Councils, EL and LTEL students and collaborating partners	All		Student data team will develop reports to share attendance information Funding: LCFF Supp & Conc OB 2XXX \$375 OB 3XXX \$125	Student data team will develop reports to share attendance information Funding: LCFF Supp & Conc OB 2XXX \$375 OB 3XXX \$125	Student data team will develop reports to share attendance information Funding: LCFF Supp & Conc OB 2XXX \$375 OB 3XXX \$125

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: Specific plans to improve attendance for RFEF students will be completed by Site Councils, RFEF students and collaborating partners	All		Costs included under Goal 1/Priority 5	Costs included under Goal 1/Priority 5	Costs included under Goal 1/Priority 5
		Service: SCOE FYS staff provide instructional case management for 120+ local district FYS students	Applicable Sacramento County Districts		Case Management Staff Funding: Foster Youth OB 2XXX \$280,000 OB 3XXX \$90,000	Case Management Staff Funding: Foster Youth OB 2XXX \$280,000 OB 3XXX \$90,000	Case Management Staff Funding: Foster Youth OB 2XXX \$280,000 OB 3XXX \$90,000
		Service: All EL, LTEL and foster youth students will be assigned to a LINKS mentoring group, for additional attendance support.	Applicable Sacramento County Districts		Links Mentoring planning for 4 sites (Hickey(2), Gerber, North Area) No Cost in first year	Links Mentoring at 2 sites Funding: LCFF Supp & Conc OB 5XXX \$50,000	Links Mentoring at 2 sites Funding: LCFF Supp & Conc OB 5XXX \$50,000
1. Attend School Regularly	4, 5	Action: SCOE will continue to partner with non-profits to provide during school and after school programming designed to draw students to school on a daily basis.	CCS				
		Service: Contract with 916 Ink to provide writing and communication coaching to CCS students.	CCS		Contract with 916 Ink Funding: Title 1A OB 5XXX \$32,000	Contract with 916 Ink Funding: Title 1A OB 5XXX \$32,000	Contract with 916 Ink Funding: Title 1A OB 5XXX \$32,000
		Service: Contract with Green Tech to provide career readiness, social skill and career mentoring to CCS students.	CCS		Contract with Green Tech Funding: LCFF Supp & Conc OB 5XXX \$42,250	Contract with Green Tech Funding: LCFF Supp & Conc OB 5XXX \$42,250	Contract with Green Tech Funding: LCFF Supp & Conc OB 5XXX \$42,250

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: Contract with Earth Mama to provide the Dream Academy to female CCS students.	CCS		Contract with Earth Mama Funding: LCFF Supp & Conc OB 5XXX \$25,000	Contract with Earth Mama Funding: LCFF Supp & Conc OB 5XXX \$25,000	Contract with Earth Mama Funding: LCFF Supp & Conc OB 5XXX \$25,000
		Service: Contract with the Scholastic Journalism project to provide literacy, research, writing and communication mentoring to CCS students.	CCS		Contract with Scholastic Journalism Funding: LCFF Supp & Conc OB 5XXX \$25,000	Contract with Scholastic Journalism Funding: LCFF Supp & Conc OB 5XXX \$25,000	Contract with Scholastic Journalism Funding: LCFF Supp & Conc OB 5XXX \$25,000
		Service: Contract with the Boys and Girls Club to provide the National Delinquency Prevention Curriculum after school to CCS students.	CCS		Contract with Boys and Girls Club Funding: LCFF Supp & Conc OB 5XXX \$30,000	Contract with Boys and Girls Club Funding: LCFF Supp & Conc OB 5XXX \$30,000	Contract with Boys and Girls Club Funding: LCFF Supp & Conc OB 5XXX \$30,000
		Service: Contract with NCCT to provide Construction training and career development skills to CCS students.	CCS		Contract with NCCT Funding: LCFF Supp & Conc OB 5XXX \$25,000	Contract with NCCT Funding: LCFF Supp & Conc OB 5XXX \$25,000	Contract with NCCT Funding: LCFF Supp & Conc OB 5XXX \$25,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2. Graduate from High School with Diploma or Equivalency	7	Action: Secure student transcripts in real-time for students in Court Schools, Community Schools, Spec Ed Schools	All				
		Service: Secure data use agreement with Sacramento County districts Collaborate with districts regarding SEIS (Spec Ed Information System)	All		Create a data collaborative with SCOE districts to improve access to newly enrolled students transcripts Funding: LCC Supp & Conc OB 5XXX \$200 OB 2XXX \$750 OB 3XXX \$250 Funding: Spec Ed OB 2XXX \$700 OB 3XXX \$200 OB 5XXX \$100	Implement data sharing plan Funding: LCC Supp & Conc OB 5XXX \$200 OB 2XXX \$375 OB 3XXX \$125 Funding: Spec Ed OB 2XXX \$700 OB 3XXX \$200 OB 5XXX \$100	Review and revise plan Funding: LCC Supp & Conc OB 5XXX \$200 OB 2XXX \$375 OB 3XXX \$125 Funding: Spec Ed OB 2XXX \$700 OB 3XXX \$200 OB 5XXX \$100
2. Graduate from High School with Diploma or Equivalency	10	Action: All foster youth will create and utilize Student Success Plans (in collaboration with IEP for Spec Ed)with assistance from FYS	Foster Youth, Spec Ed				
		Service: All foster youth will conduct a student-led conference with parent/guardian on a semester basis to review SSP progress Spec Ed annual IEP review of progress	Foster Youth, spec Ed		Plan and schedule Foster Youth student led conferences prior to August 1, 2014 Costs Included under Goal 2/Priority 9, Section A and Goal 2/Priority, Section B	Review and revise Costs Included under Goal 2/Priority 9, Section A and Goal 2/Priority, Section B	Review and revise Costs Included under Goal 2/Priority 9, Section A and Goal 2/Priority, Section B

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: ICMs work with local district HS to create a graduation plan; monitor grades, attendance, behavior, and a-g course completion, CAHSEE attempts, transcript analysis, credit recovery assistance, AB 167 verification	Applicable Sacramento County Districts		Costs included in Goal 1/Priority 10	Costs included in Goal 1/Priority 10	Costs included in Goal 1/Priority 10
		Service: All foster youth will create a Student Success Plan within the first week of enrollment with assistance from Foster Youth Services, IEP for Spec Ed	CCS		All foster youth will create a Student Success Plan within the first week of enrollment with assistance from Foster Youth Services and program specialists Funding: Spec Ed OB 1XXX \$94,500 OB 3XXX \$18,500 LCFF Costs included under Goal 2/Priority 9, Section A	Review and revise Funding: Spec Ed OB 1XXX \$94,500 OB 3XXX \$18,500 LCFF Costs included under Goal 2/Priority 9, Section A	Review and revise Funding: Spec Ed OB 1XXX \$94,500 OB 3XXX \$18,500 LCFF Costs included under Goal 2/Priority 9, Section A
		Service: Provide adequate support services so all foster youth can meet their student success plan goals	All		FYS Case Manager will align services to support foster students Costs included under Goal 1, Priority 10, Section A	FYS Case Manager will align services to support foster students Costs included under Goal 1, Priority 10, Section A	FYS Case Manager will align services to support foster students Costs included under Goal 1, Priority 10, Section A
2. Graduate from High School with Diploma or Equivalency	3,4, 10	Action: Increase understanding of HS Graduation requirements, AB 167 and options to earn CHSPE or GED, HISET or TASC for all low income EL, LTEL, RFEP and Foster Youth	CCS				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students and parents/guardians					
		Service: Principals will implement interventions based on analysis of EL data customized for each student	CCS		Create intervention strategy framework for EL students and pilot framework Funding: Title 1D OB 2XXX \$17,000 OB 3XXX \$9,000	Implement intervention strategies for all EL students Funding: Title 1D OB 2XXX \$17,000 OB 3XXX \$9,000	Revise and refine EL intervention strategies and framework Funding: Title 1D OB 2XXX \$17,000 OB 3XXX \$9,000
		Service: EL students and parents/guardians will receive interpreting services and translated documents if necessary to ensure understanding of graduation requirements and CHSPE, GED, HiSET and TASC options	CCS		Sites will educate parents/guardians and students on graduation requirements Funding: LCFF OB 4XXX \$2,000 OB 5XXX \$3,000	Sites will educate parents/guardians and students on graduation requirements Funding: LCFF OB 4XXX \$2,000 OB 5XXX \$3,000	Sites will educate parents/guardians and students on graduation requirements Funding: LCFF OB 4XXX \$2,000 OB 5XXX \$3,000
	10	Service: ICMs complete college/ career option survey with FY on caseloads, visits local colleges and offered and students are connected with appropriate FYS/EOP office, partner with AB12 social worker to ensure post high school academic support network in place	Applicable Sacramento County Districts		Costs included in Goal 1/Priority 10	Costs included in Goal 1/Priority 10	Costs included in Goal 1/Priority 10

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3. Prepare for College and Careers	4	Action: All CCS students will engage in College/Career course sequences tailored for their individual situation	CCS				
		Service: Schools will ensure all students complete a Kuder or Bridges career exploration sequence and enrollment in a CTE sequence	CCS		Ensure all CCS students complete Kuder or Bridges assessment Funding: Title 1A OB 5XXX \$10,000	Review Kuder and Bridges assessment Funding: Title 1A OB 5XXX \$10,000	Review Kuder and Bridges assessment Funding: Title 1A OB 5XXX \$10,000
		Service: Principals will develop plans to maximize EL student growth	CCS		Analysis of current EL achievement, baseline data, collaborate with students and non-profits to maximize EL achievement Funding: Title III OB 2XXX \$450 OB 3XXX \$150 Funding: LCFF OB 2XXX \$750 OB 3XXX \$250	Imbed student growth plan in student SSP for each EL student, review CELDT, LTEL and RFEP data, revise planning Funding: Title III OB 2XXX \$450 OB 3XXX \$150 Funding: LCFF OB 2XXX \$750 OB 3XXX \$250	Review CELDT, LTEL and RFEP data, revise planning Funding: Title III OB 2XXX \$450 OB 3XXX \$150 Funding: LCFF OB 2XXX \$750 OB 3XXX \$250
3. Prepare for College and Careers	4	Action: All CCS and Spec Ed students will engage in College/Career course sequences tailored for their individual situation	All				
		Service: Principals will develop plans to implement OdysseyWare UC a-g coursework	CCS		Imbed course sequence planning into enrollment and SSP development Funding: Title 1A OB 5XXX \$32,000 Submit OdysseyWare	Evaluate transcripts and revise planning Funding: Title 1A OB 5XXX \$32,000 Implement Plan and monitor progress	Evaluate transcripts and revise planning Funding: Title 1A OB 5XXX \$32,000 Refine and implement OdysseyWare plan

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					courses to UC a-g for SCOE CCS, student identification and support plan Funding: LCFF OB 2XXX \$1,050 OB 3XXX \$350	Funding: LCFF OB 2XXX \$1,050 OB 3XXX \$350	Funding: LCFF OB 2XXX \$1,050 OB 3XXX \$350
3. Prepare for College and Careers	1	Action: Maintain Highly Qualified Teachers (HQT) in all CCS and Spec Ed programs	All				
		Service: Support family and student engagement responsibilities for faculty. Hire appropriate support staff, such as Transition Specialists, Assessment/Data Specialists, Mental Health Specialists, Behavior Management Technicians	All		Funding: Title A OB 1XXX \$260,000 OB 2XXX \$25,000 OB 3XXX \$96,000 Funding: C-SAPA CELDT & Local OB 2XXX \$25,000 OB 3XXX \$8,500 Funding: IDEA OB 2XXX \$280,000 OB 3XXX \$110,000	Funding: Title A OB 1XXX \$260,000 OB 2XXX \$25,000 OB 3XXX \$96,000 Funding: C-SAPA CELDT & Local OB 2XXX \$25,000 OB 3XXX \$8,500 Funding: IDEA OB 2XXX \$280,000 OB 3XXX \$110,000	Funding: Title A OB 1XXX \$260,000 OB 2XXX \$25,000 OB 3XXX \$96,000 Funding: C-SAPA CELDT & Local OB 2XXX \$25,000 OB 3XXX \$8,500 Funding: IDEA OB 2XXX \$280,000 OB 3XXX \$110,000
3. Prepare for College and Careers	4, 5	Action/Service: All Low Income EL, LTEL, RFEP and Foster Youth students will complete a graduation plan with supports tailored to their needs	CCS		Support graduation plan Funding: Title 1D OB 2XXX \$14,000 OB 3XXX \$7,000	Support graduation plan Funding: Title 1D OB 2XXX \$14,000 OB 3XXX \$7,000	Support graduation plan Funding: Title 1D OB 2XXX \$14,000 OB 3XXX \$7,000
		Service: Principals will research and schedule PD regarding best practices for low income students	CCS		Principals will provide PD for faculty Funding: LCFF Supp & Conc OB 1XXX \$5,300 OB 3XXX \$1,700	Principals will provide PD for faculty Funding: LCFF Supp & Conc OB 1XXX \$12,000 OB 3XXX \$4,000	Principals will provide PD for faculty Funding: LCFF Supp & Conc OB 1XXX \$12,000 OB 3XXX \$4,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: All CCS faculty will participate in PD regarding best practices for low income EL, LTEL, RFEP and Foster Youth students	CCS		Principals will provide PD for faculty Costs included in Goal 3/Priority 4	Principals will provide PD for faculty Costs included in Goal 3/Priority 4	Principals will provide PD for faculty Costs included in Goal 3/Priority 4
		Service: SCOE EL department will provide PD regarding best practices for EL, LTEL and RFEP students	CCS		Faculty training Funding: LCFF Supp & Conc OB 5XXX \$2,400	Faculty training Funding: LCFF Supp & Conc OB 5XXX \$2,400	Faculty training Funding: LCFF Supp & Conc OB 5XXX \$2,400
		Service: FYS will provide PD regarding AB 167 and best practices for preparing foster youth for college and career	CCS		Principals will provide PD for faculty Funding: LCFF Supp & Conc OB 1XXX \$5,300 OB 3XXX \$1,700	Principals will provide PD for faculty Funding: LCFF Supp & Conc OB 1XXX \$5,300 OB 3XXX \$1,700	Principals will provide PD for faculty Funding: LCFF Supp & Conc OB 1XXX \$5,300 OB 3XXX \$1,700
3. Prepare for College and Careers	4	Action: Principals will review Low Income EL, LTEL, RFEP and Foster Youth achievement on college and career readiness indicators CELDT and Reclassification rates on a quarterly basis.	CCS				
		Service: Low Income EL, LTEL, RFEP and Foster Youth data regarding NWEA, CAASPP, UC a-g and CTE course sequence completion will be reviewed on a semester basis by Principals and faculty	CCS		Program will develop a course sequence completion plan Funding: C-SAPA Local OB 2XXX \$3,800 OB 3XXX \$1,200	Review and Evaluation Funding: C-SAPA Local OB 2XXX \$1,5 00 OB 3XXX \$500	Review and Evaluation Funding: C-SAPA Local OB 2XXX \$1,500 OB 3XXX \$500

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: Provide outreach, recruitment and individualized Supplemental Educational Services for all Low Income, EL, LTEL, RFEP and Foster Youth	CCS		Expand Supplemental Educational Services (SES) implementation across all school sites for all subgroups Funding: Title I OB 5XXX \$100,000	Review outreach and achievement data for SES participants and adjust and refine programming Funding: Title I OB 5XXX \$100,000	Review outreach and achievement data for SES participants and adjust and refine programming Funding: Title I OB 5XXX \$100,000
		Service: EL and LTEL CELDT data will be reviewed on a quarterly basis	CCS		Costs included under Goal 3/Priority 4	Costs included under Goal 3/Priority 4	Costs included under Goal 3/Priority 4
3. Prepare for College and Careers	3, 7, 10	Action/Service: Low Income EL, LTEL, RFEP and Foster Youth transcripts will be reviewed quarterly to ensure students are enrolled in necessary credit recovery and a broad college and career readiness course of study.	CCS		Costs included under Section A/Goal 3/Priority 8	Costs included under Section A/Goal 3/Priority 8	Costs included under Section A/Goal 3/Priority 8
		Action: Improve relevancy of LCAP engagement tools	CCS				
		Service: LCAP engagement tools will be refined to align with topics relevant to Low Income EL, LTEL, RFEP and Foster Youth families	CCS		Survey Monkey Platinum Funding: Title 1A OB 5XXX \$800	Survey Monkey Platinum Funding: Title 1A OB 5XXX \$800	Survey Monkey Platinum Funding: Title 1A OB 5XXX \$800
4. Involve Parents / Guardians	3	Action: SCOE will identify non-profit organizations to provide additional supports for parents/guardians of Low Income EL, LTEL, RFEP and Foster Youth on an on-going basis	CCS				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Service: Identify and assign a non-profit liaison /coordinator for CCS programs	CCS		Contract with a non-profit Liaison/Coordinator Funding: Title 1A OB 5XXX \$3,500	Contract with a non-profit Liaison/Coordinator Funding: Title 1A OB 5XXX \$3,500	Contract with a non-profit Liaison/Coordinator Funding: Title 1A OB 5XXX \$3,500
5. Safe and Clean School Environment	10	Action: Improve safety of campus and personal safety of each foster youth	All				
		Service: FYS will provide any safety related data for each foster youth SSP	All		Costs included in Goal 5/Priority 9, Section A	Costs included in Goal 5/Priority 9, Section A	Costs included in Goal 5/Priority 9, Section A
		Service: Home visits with foster parent(s) of every youth on caseload, communicate regularly with them, create education plan with foster parents	Applicable Sacramento County Districts		Costs included in Goal 1/Priority 10	Costs included in Goal 1/Priority 10	Costs included in Goal 1/Priority 10
5. Safe and Clean School Environment	1	Action: Improve access to safe and clean school environment information	CCS				
		Service: SCOE will analyze school safety plans to ensure Low Income, EL, LTEL, RFEP and Foster Youth students and parents/guardians have access to translated information regarding bullying, school safety and Williams complaint procedures	CCS		Translation of documents to ensure that students and parents/guardians are informed about school safety areas Funding: LCFF Supp & Conc OB 5XXX \$1,000	Translation of documents to ensure that parents/guardians are informed about school safety areas Funding: LCFF Supp & Conc OB 5XXX \$1,000	Translation of documents to ensure that parents/guardians are informed about school safety areas Funding: LCFF Supp & Conc OB 5XXX \$1,000

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
5. Safe and Clean School Environment	1	Action: Improve campus and personal safety for all populations	CCS				
		Service: Principals will review Low Income EL, LTEL, RFEP and Foster Youth pupil suspension rates on a quarterly basis to determine if disproportionate discipline is present	CCS		Costs included under Section A/Goal 5/Priority 6	Costs included under Section A/Goal 5/Priority 6	Costs included under Section A/Goal 5/Priority 6
		Service: ICM gathers input on FY student school connectedness, ability to control behavior, and whether they have an adult mentor, use this information to complete education plan	Applicable Sacramento County Districts		Costs included in Goal 1/Priority 10	Costs included in Goal 1/Priority 10	Costs included in Goal 1/Priority 10

Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The increase of funds in the 2014/15 year calculated on the basis of the number and concentration of low income, foster youth, and EL pupils (unduplicated count students) is \$820,236. Because of the high population of our unduplicated student counts 100% court schools, 78% community Schools, 64% special education schools; all services in section 3A and 3B are LEA wide. This is the most effective use of funds due to the following factors:

1. Our juvenile court schools, and community schools have an extremely high mobility rate and each student has accumulated a different academic history. That being said, developing Individualized Student Success Plans for each student is necessary. This necessitates differentiated instruction with a wide variety of academic and career goals within each class. We simply do not have large enough populations to develop classes, nor would we want to for each subgroup.
2. Each Special Education student has an Individualized Education Program (IEP) plan that delineates the individualized course of study, goals and objectives, transition plan and strategies. Each class consists of multiple grades and ability levels due to the geographic distribution and number of students with specific disabilities.

C. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

SCOE’s MPP is 2.75%. SCOE students are predominately low income with an extremely high mobility rate (JCS enrolled an average of 20 days and CS enrolled an average of 58 days). The actions and services mentioned in 3a meet the needs of unduplicated and all students. The actions and services in 3B clearly go beyond the basic programs; these services are newly designed to meet the needs of unduplicated students and to improve the level of service provided to unduplicated students.

Goal 1: Attend School Regularly

- Our plans to improve attendance of unduplicated students involve enhanced engagement materials, translated into major languages with assistance from our Site Councils. Specific strategies for unduplicated subgroups will be developed with student, parent and community based organization input. Unduplicated students will be assigned to group mentoring via our LINKS mentoring program. In some instances additional, high interest programming will be offered via non-profit organizations during and after school to increase the draw of students to school.

Goal 2: Graduate from High School with Diploma or Equivalency

- Our plans to increase graduation rates include specific outreach to unduplicated subgroups to improve communication, understanding and motivation of each student. We will provide direct dialogue with students and families that will include information regarding AB 167 (foster youth), CHSPE, GED, HiSET, TASC, special education waivers and local graduation requirements. This information will be translated into major languages.

- Curriculum Specialists and Principals will research best practices and provide PD and materials / resources to serve faculty striving to improve graduation rates for unduplicated student subgroups
- All unduplicated students will receive support completing graduation plans tailored to their individual needs.
- Data regarding SCOEs progress improving graduation rates of unduplicated students will be reviewed on a quarterly basis to inform programming improvements.

Goal 3: Prepare for College and Career

- Our plan starts with principals reviewing unduplicated student subgroups progress on local Reading and Math assessment (NWEA), CAASPP (post 2014-15), UC a-g completion rates and CTE course completion rates.
- We will work with our approved Supplemental Education Service providers to maximize unduplicated student progress towards college and career preparation.
- Data regarding SCOEs progress improving college and career readiness of unduplicated students will be reviewed on a quarterly basis to inform programming improvements.

Goal 4: Involve Parents and Guardians

- In addition to the targeted interventions outlined above, we will engage county and non-profit agencies to provide additional support for parent and guardian engagement and provide a liaison to non-profits to maximize involvement on our campuses.

Goal 5: Safe and Clean School Environment

- SCOE will ensure all information regarding bullying, school safety and Uniform Complaint Procedures are translated into major languages.
- In addition to our LCAP Section 3A Safe and Clean School Environments actions and services, we will review safety data disaggregated by unduplicated student subgroups to ensure disproportionality does not exist in student discipline.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code;

20 U.S.C. Section 6312.