

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
San Joaquin County Office of Education	James Mousalimas County Superintendent of Schools	jmousalimas@sjcoe.net 209.468.9107

## 2017-20 Plan Summary

### The Story

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

The San Joaquin County Office of Education (SJCOE) one.® Program serves K-12th grade students in our Juvenile Court and Community Schools. The one.® Program is a permissive program that accepts students by referral from a variety of sources including District Discipline Review Board Expulsion Orders, School Attendance Review Boards, Probation, Human Services, Homeless and Foster Youth and parent choice, if allowed by the home district. The one.® Program is comprised of both a court and community school program with several student service supports in place to meet the needs of referred students including one. STOP mental health services, Attendance Incentive programs as well as Truancy Intervention and Support. Hispanic or Latino students make up the majority of our student population in court (56.9%) and community schools (57.0%).

Data from the 17/18 school year (data verified via DataQuest)

African American:	15.5% Community; 32.4% Court
American Indian or Alaskan Native:	0.5% Community; 0% Court
Asian:	5.2% Community; 3.9% Court
Filipino:	1.1% Community; 1.0% Court
Hispanic or Latino:	57.0% Community; 56.9% Court
Pacific Islander:	0.8% Community; 0% Court
White:	14.1% Community; 3.9% Court
Two or More Races:	4.9% Community; 2.0% Court
Not Reported:	0.9% Community; 0.0% Court

As of March 1, 2018, unduplicated student counts and percentages were as follows:

Community  
Enrollment - 1,248

Low SES - 80%  
Foster Youth - 5%  
Homeless - 6%  
English learners - 18.3%  
Avg. length of stay - 93 days

Court  
Enrollment - 122  
Low SES - 100%  
Foster Youth - 22%  
Homeless - 2%  
English learners - 18.5%  
Avg. length of stay - 34 days

In an effort to ensure meaningful learning opportunities for all students, small satellite sites with three to five teachers are located throughout the county. These sites include intervention classrooms for students requiring additional support in the areas of truancy, behavior and mental health. Our Court Schools serve students who have been incarcerated, adjudicated, or neglected. Our Community Schools serve students who have significant gaps in their education for a wide variety of reasons. Our focus is on accelerating their learning in preparation for college, career, and community involvement. Ongoing goals for the program are consistent with the program WASC Self-Study Action Plan as well as the Single Plan for School Achievement (SPSA). The LCAP goals are as follows: Goal 1 - Improve student attendance by decreasing truancy; Goal 2 - Improve academic rigor and consistency across student programs; and, Goal 3 - Improve our capacity for building and growing relationships between the program, students, parents and the community. The Metrics, Actions, and Services identified under each goal in the LCAP have been analyzed and reviewed by stakeholders regularly to ensure resources are focused on the greatest areas of need for students and families. For this reason, whenever possible, data available to the public (Dataquest, SARC) is shared with stakeholders to support both the current actions and services and to also encourage feedback on goals, metrics, actions and services.

The San Joaquin County Office of Education provides support for Foster Youth throughout the County. This support includes support for individual students as well as guidance to all school districts to ensure necessary supports are in place for all Foster Youth students. Foster Youth students are provided immediate enrollment upon referral. The San Joaquin County Office of Education develops a three-year plan for expelled students with input from district student services and child welfare and attendance administrators throughout the county. The San Joaquin County Office of Education collaborates with all county school districts, County Probation, County Human Services Agency, and many other community-based organizations to ensure wrap-around services are provided for our students and families.

## LCAP Highlights

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

The key features of this year's LCAP include a continuation of our three goals and focus on our mission: "As a community of learners built on meaningful relationships, we ensure that each of us attains the skills and knowledge needed to thrive in a dynamic world;" and vision: "We will continually create learning environments and provide opportunities so that diverse learners can own their future." Our LCAP goals intentionally align with our WASC and Single Plan for Student Achievement (SPSA) goals.

Goal 1: Improve student attendance by decreasing truancy.

Goal 1 includes twelve actions and services to improve student attendance. At the time of enrollment students and families will continue to be provided referrals to community based resources as well as our own mental health clinicians, as needed. Quarterly Truancy Task Force Meetings will be conducted and included participation by representatives from school districts, County Probation, the District Attorney's Office, local law enforcement, teachers and support staff. Quarterly truancy sweeps will be conducted to reach out to students with ongoing truancy issues. SJCOE Foster/Homeless Services Director, administrators, counselors, clinicians, and support staff will provide ongoing truancy intervention for all unduplicated students groups. Our administrative organizational chart had been modified to allow an administrator to focus the majority of his professional responsibilities on truancy abatement.

Goal 2: Improve academic rigor and consistency across student programs.

Goal 2 includes thirteen actions and services to improve rigor and consistency across student programs. A Professional Development Plan has been created for the 2018-19 school year which will continue our focus on establishing therapeutic learning environments. We will expand the number of sites engaging with Positive Behavioral Interventions and Strategies (PBIS), Restorative Practices, and Trauma Informed Care. We will also provide a three-day ELA/ELD Institute for all English teachers to support the implementation of the SpringBoard curriculum. SpringBoard is a customizable pathway to rigorous instruction with a focus on active learning. We will continue to provide professional learning related to the WRITE Strategies across all content areas to support student writing skills. We will also continue to utilize Accucss as our diagnostic reading and math assessment. After a thorough analysis we will identify the sites with the highest number of English learners and provide side by side instructional coaching for the teachers at each site. We will also develop a summer English Learner Institute for long term English learners to be implemented during the summer of 2019. Strategies for supporting English learners will be embedded in all professional learning opportunities.

Goal 3: Improve our capacity for building and growing relationships between our program, students, parents, and the community.

Goal 3 includes thirteen actions and services to build capacity for growing relationships with stakeholders. Our administration and staff will continue to collaborate with a wide variety of partner agencies throughout San Joaquin County. Efforts will be focused on providing wrap around services to ensure the academic, physical, and social-emotional development of our students. In addition to individualized learning supports, students will be able to take part in Quests and other student events throughout the year. Our Foster Youth Services Director, counselors, and support staff will collaborate with County Behavioral Health Services and Delta Community College to provide Individual Learning Program classes for foster youth. We will work with our SJCOE Career Technical Education (CTE) Team to expand access to meaningful CTE courses throughout the county.

## Review of Performance

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

## **Greatest Progress**

The one. Program enrollment process is intentionally designed to ensure every student is referred to community resources to support their overall well being - Goal 1.1. Based on a thorough review of their school records students may also be assigned to a mental health clinician or school nurse for additional support - Goal 1.4, 1.9. During the 2018-19 school year an additional clinician will be provided and we will also add a Licensed Clinical Social Worker (LCSW) - Goal 1.4, 1.9. The Truancy Task Force meets quarterly with a wide variety of community partners including district Child Welfare and Attendance representatives, the District Attorney's Office, County Probation, and the Child Abuse Prevention Council to strategize methods for decreasing truancy - Goal 1.2. We continued to operate truancy intervention sites at Frontier 1 and Frontier 2 in Stockton, and Frontier South in Manteca - Goal 1.5. We will continue to have an administrator, truancy intervention specialist, and other dedicated staff to monitor attendance, conduct home visits and connect students and families with necessary resources - Goal 1.5.

In our efforts to improve academic rigor and consistency across student programs, the WRITE Strategies were adopted as a program-wide approach to improve literacy skills. All teachers received three full days of professional learning related to implement these evidence-based strategies in our classroom - Goal 2.1. We will continue to provide professional learning on WRITE Strategies to deepen instructional practices and capacity - Goal 2.1. Our ELA/ELD Committee met numerous times to review potential ELA/ELD curriculum. SpringBoard by College Board was adopted in March of 2018 and will be implemented in all 7-12 grade classrooms during the 2018-19 school year. All English teachers will receive three full days of SpringBoard training to support the implementation - Goal 2.1. Benchmark Advance ELA/ELD curriculum was implemented in our K-5 classrooms during the 2017-18 school year. Collaboration and Planning (CAP) meetings were added to the professional learning calendar to provide all teachers the opportunity to share best practices and calibrate on powerful teaching and learning strategies and will continue in 2018-19. Based on the needs of our English learners, we will identify high profile sites and provide side by side instructional coaching with an emphasis on strategies to support English learners - Goal 2.2. We will also develop an English Learner Summer Institute to accelerate the pace of language acquisition for our long term English learners - Goal 2.11.

We continued to improve our capacity for building and growing relationships between our program, students, parents, and the community. From the time of enrollment and throughout their entire time with us, students academic, physical, and social-emotional development are closely monitored to ensure the greatest opportunity for successful outcomes. We are committed to developing therapeutic learning environments at every one of our locations - Goal 2.1. During the 2017-18 school year we began to implement Positive Behavioral Interventions and Supports (PBIS) at six court and community school sites and will increase that number in 2018-19. Restorative Practices training was introduced and will be expanded to include all administrators, teachers, and staff in 2018-19. We will also provide foundational professional learning on Trauma Informed Care for all staff - Goal 2.1.

Lastly, in an effort to increase coherence and continuity across all our programs, we will continue our LCAP goals with our WASC and SPSA goals. This will allow us to focus fiscal and human resources

on truancy intervention, increased and coherent academic rigor, and expanded networks of collaboration with partner agencies throughout the County.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

Alternative public schools are not included in the Fall 2017 California School Dashboard Report. After review of local data the following needs were identified for the 2018-19 Local Control Accountability Plan.

While our mental health clinicians provide a high level of support for our students and families, it is clear from stakeholder feedback that we need to expand our services. An additional mental health clinician will be added to our staff along with a Licensed Clinical Social Worker (LCSW) to expand our internal capacity to support students Goal 1.4, 1.9. Chronic absenteeism continues to be a challenge. During the 2016-17 school year 50% of our community school students were chronically absent based on the statewide definition - students enrolled thirty or more days during the academic year that were absent 10% or more of the days they were expected to attend. We will continue to support the efforts of our Truancy Task Force in the 2018-19 school year - Goal 1.2. In addition, we will continue to focus on reducing suspensions and creating therapeutic learning environments supported by Positive Behavioral Interventions and Supports, Restorative Practices, and Trauma Informed Care - Goal 2.1.

Our credentialed teachers are all certified to teach English learners. The WRITE approach was adopted in Fall 2017. The WRITE approach supports all learners in writing across all content areas and focuses on the specific needs of English learners - Goal 2.1. We adopted SpringBoard as our core ELA/ELD curriculum in the spring of 2018. Designated and integrated support for English learners is embedded in the curriculum and aligns with one another to provide consistency in instruction. The designated and integrated ELD curriculum also includes leveled differentiated instruction that aligns with the ELD standards. We will collaborate with our SJCOE Education Services Division to provide ongoing professional learning for our teachers to ensure deeper levels of support for our English learners - Goal 2.2, 2.11. Our monthly Collaboration and Planning (CAP) meetings will also include a focus on English learner support throughout the year - Goal 2.2. Support for English learners will also include side by side coaching at our sites with the greatest concentration of English learners - Goal 2.2, and the development of an EL Summer Institute for long term English learners.

SJCOE offers a number of Career Technical Education courses at our main campus as well as CTE courses at our Lodi and Harmony Community Schools; however, students at our other court and community schools do not currently have access to CTE classes. This concern was raised at many of our stakeholder meetings. Our CTE coordinator administered a survey to students to gauge their interest in a variety of pathways. Additional resources will be included in our LCAP for the 2018-19 school year to ensure broader access to meaningful CTE courses for all our court and community school students - Goal 2.12.

Increased support for parent engagement was also an emerging theme from our stakeholder meetings. Many of our students and families have struggled navigating through the educational system. To that end, we are committed to identifying appropriate positions to focus on higher levels of parent engagement and participation in our school communities. We will also develop a series of workshops to support parents with topics such as violence prevention, drug and alcohol use, gang awareness, and college and career readiness - Goal 3.13.

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

## Performance Gaps

### CAASPP 16/17

Alternative public schools are not included in the Fall 2017 California School Dashboard Report. After a review of the community CAASPP overall achievement results, there was a minimal disparity between student subgroups with the exception of our English learners. The following performance gaps will be addressed in multiple actions and services, specifically in Goal 2.2, 2.5, and 2.11.

#### Community ELA Overall:

Total students tested: 48.6%, Decrease of 13.74% from 15/16  
Standard Exceeded Level 4: 1.2%, Increase of 1.2% from 15/16  
Standard Met Level 3: 5.58%, Increase of 1.58% from 15/16  
Standard Nearly Met Level 2: 21.12%, Increase of 5.12% from 15/16  
Standard Not Met Level 1: 72.11%, Decrease of 7.89% from 15/16

#### Community ELA English Learners:

Standard Exceeded Level 4: 0%, no change from 15/16  
Standard Met Level 3: 2.27%, Increase of 2.27% from 15/16  
Standard Nearly Met Level 2: 9.09%, Increase of 3.09% from 15/16  
Standard Not Met Level 1: 88.64%, Decrease of 5.36% from 15/16

ELA: EL students had a higher percentage of students that performed in the Standard Not Met Level 1 (88.64) than the overall Standard Not Met Level 1 (72.11%).

#### Community Math Overall:

Total students tested: 49.2%, Decrease of 9.24% from 15/16  
Standard Exceeded Level 4: 0.39%, Increase of % from 15/16  
Standard Met Level 3: 0.78%, Increase of % from 15/16  
Standard Nearly Met Level 2: 7.06%, Increase of % from 15/16  
Standard Not Met Level 1: 91.76%, Decrease of % from 15/16

Math: Upon review of the community data there were no significant gaps between student groups in the area of math, therefore all actions and services will be applied to all students.

Alternative public schools are not included in the Fall 2017 California School Dashboard Report. After a review of the court CAASPP overall achievement results, there was a minimal disparity between student subgroups\*.

Upon review of the court CAASPP data there were no significant gaps between subgroups in the areas of English and math, therefore all actions and services will be applied to all students.

#### Court ELA Overall:

Total students tested: 41.82%, Decrease of 1.51% from 15/16

Standard Exceeded Level 4: 0%, No change from 15/16

Standard Met Level 3: 4.35%, Increase of 4.35% from 15/16

Standard Nearly Met Level 2: 8.7%, Decrease of 9.3% from 15/16

Standard Not Met Level 1: 86.96%, Increase of 4.96% from 15/16

#### Court Math Overall:

Total students tested: 47.46%, Increase of 3.5% from 15/16

Standard Exceeded Level 4: 0%, No change from 15/16

Standard Met Level 3: 0%, No change from 15/16

Standard Nearly Met Level 2: 3.57%, Decrease of 7.43% from 15/16

Standard Not Met Level 1: 96.43%, Increase of 7.43% from 15/16

\*The test data for most subgroups is not available due to the data being redacted for including less than 10 students.

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#### Program-wide Writing Assessment (PWA)

Upon review of the community school data our EL and African-American students show significant performance gaps in levels 3 and 4 of the PWA, when compared to overall scores. The following performance gaps will be addressed in multiple actions and services, specifically in Goal 2.2, 2.5, and 2.11.

Community PWAs: Overall 23.6 % of students scored a 3 or 4 on a scale of 0-4 and 10.32% of English learners scored a 3 or 4 and 18.18% of African-American students scored a 3 or 4, which signifies standard met (3) or standard exceeded (4). Upon review of the data there was a significant performance gap identified between the EL student scores and the overall student scores.

#### Community

In Fall of 17/18, 55.45% of students (610 total students) submitted a fall PWA. Of those students:

Score 0: 4.59%

Score 1: 35.74%

Score 2: 36.07%

Score 3: 15.25%

Score 4: 8.36%

In Fall of 17/18, 58.33% of EL students (126 total students) submitted a fall PWA. Of those students:

Score 0: 8.73%

Score 1: 42.86%

Score 2: 38.10%

Score 3: 7.94%

Score 4: 2.38%

In Fall of 17/18, 18.03% of African-American students (110 total students) submitted a fall PWA. Of those students:

Score 0: 2.73%

Score 1: 40%

Score 2: 39.09%

Score 3: 13.64%

Score 4: 4.55%

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Upon review of the court school data our EL students show significant performance gaps in levels 3 and 4 of the PWA, when compared to overall scores. The following performance gaps will be addressed in multiple actions and services, specifically in Goal 2.2, 2.5, and 2.11.

Court:

In Fall of 17/18, 66.92% of students (133 total students) submitted a fall PWA. Of those students:

Score 0: 7.87%

Score 1: 43.82%

Score 2: 26.97%

Score 3: 12.36%

Score 4: 8.99%

In Fall of 17/18, 59.09% of EL students (13 total students) submitted a fall PWA. Of those students:

Score 0: 15.38%

Score 1: 35.46%

Score 2: 30.77%

Score 3: 15.38%

Score 4: 0%

Court PWAs: Overall 21.35% of students scored a 3 or 4, and 15.38% of English learners scored a 3 or 4.

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### Chronic Absenteeism Rate

#### Community

Upon review of the data, a significant gap in community schools between homeless students and the overall population. The following performance gaps will be addressed in multiple actions and services, specifically NEED INFO HERE

#### Chronically Absent - Total Population

16/17 Cumulative Enrollment: 1818

Chronic Absenteeism Count: 911

Chronic Absenteeism Rate: 50.1%

#### Chronically Absent - Homeless Students

16/17 Cumulative Enrollment: 124

Chronic Absenteeism Count: 94

Chronic Absenteeism Rate: 75.8%



**Court:**

Upon review of the data, a significant gap in community schools between Foster Youth students and the overall population. The following performance gaps will be addressed in multiple actions and services, specifically NEED INFO HERE

**Chronically Absent - Total Population**

16/17 Cumulative Enrollment: 797

Chronic Absenteeism Count: 54

Chronic Absenteeism Rate: 6.8%

**Chronically Absent - Foster Students**

16/17 Cumulative Enrollment: 247

Chronic Absenteeism Count: 41

Chronic Absenteeism Rate: 16.6%

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**CTE 2017/2018**

There are 280 students that took one or more CTE courses. This was 77 less than in 16/17.

Of those 280 students, there are 267 unduplicated students. This was 70 less than in 16/17.

Of those students, 96 courses received 0 credits earned. This is 22 less than in 16/17

A total of 923.5 CTE credits were issued. This is 584 less than in 16/17.

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As stated in the Greatest Needs section, our LCAP will address chronic absenteeism, improving literacy in all content areas, support for English learners, increased parent engagement, and career technical education offerings. The data above reflects the need for increased support and focus on truancy prevention for all student groups.

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

**Increased or Improved services**

Eighty-seven percent of our students are low-income and the vast majority of our actions and services address the needs of all our court and community school students. Our one.STOP Mental Health staff will be expanded to meet the needs of low-income students, English learners, and foster youth - Goal 1.4. This support will be initiated at the time of enrollment and continue throughout each student's enrollment and beyond. In addition the following actions and services address the needs of specific student groups: Goal 2.2 was modified to include side by side instructional coaching at sites with high numbers of English learners. In addition, goal 2.11 was added to reflect the need to provide deeper levels of support for our long term English learners. Goal 1.8 was modified to include the dissemination of foster youth attendance data with appropriate stakeholders.

**Budget Summary**

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

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures For LCAP Year

\$134,030,864

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

\$16,235,596.00

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

General Fund expenditures funded with Lottery, Mandated Cost, Federal, State and local Restricted programs, Routine Repair and Maintenance and Special Education programs are not included in the LCAP. The numerous resources of funding support the many programs, departments and services that SJCOE provides. This includes services from the following departments; Special Education, SELPA, County Operated Schools and Programs, Education Services, Human Resources, Business Services, Operations, Information Technology, Administrative Services and Center For Educational Development and Research (CEDR).

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$32,726,025

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 1

Improve student attendance, by decreasing truancy.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Priority 5: Pupil Engagement  
A. School Attendance

### 17-18

A: Increase attendance rates at Community Schools and Cruikshank Court School

### Baseline

A: 2015/16 School Attendance rate:  
Community Schools 81%  
Cruikshank Court School 89%  
(verified by PROMIS)

### Metric/Indicator

B. Chronic Absenteeism

### 17-18

B: Decrease Chronic Truancy count/rate at Community Schools and Cruikshank Court School

Actual

In the 16/17 school year, Community schools maintained an 81% attendance rate. Attendance rates at the Cruikshank Court schools increased by 4% from 89% to 93%. Data is verified from the student information system, PROMIS.

Chronic Truancy as reported in PROMIS for 16/17 includes students with 18 or more absences for Community schools was 790 (41.87%), which was an increase of 4.87% from 15/16. Chronic Truancy as reported in PROMIS for 16/17 includes students with 18 or more absences for Cruikshank Court School was 22 (2.76%), which was a decrease of 2.24%.

## Expected

### Baseline

B: 2015/16 Chronic Truancy count/rate (includes students with 18 or more absences):  
Community Schools 716 (37%)  
Cruikshank Court School 41 (5%).  
(verified by PROMIS)

### Metric/Indicator

C. Middle School Dropout Rate

### 17-18

C. Maintain Middle School Dropout count at Community School Cruikshank Court School

### Baseline

C. 2015/16 Middle School Dropout count: Community Schools 0  
Cruikshank Court School 0  
(verified by CALPADS)

## Actual

Students are determined to be chronically absent if they were enrolled for a total of 30 days or more at the selected reporting level during the academic year and they were absent for 10% or more of the days they were expected to attend.

During the 2016-17 school year Community schools had an increase of 13.1% in chronic absenteeism (911 students/50.1%). Cruikshank Court schools had an increase of 1.8% (54 students/6.8%) of student chronic absenteeism. Chronic absenteeism data is verified as reported to CALPADS in the End of Year 3 data submission.

In the 16/17 school year, the middle school drop out count was 0 for the Community school program. The middle school drop out count was 3 for the Cruikshank Court School program (2 students in 7th grade and 1 student in 8th grade).

Data is verified via Dataquest. Drop out count is reported instead of drop out rate. See explanation below regarding dropout calculations for alternative schools.

### Alternative School Dropout Rates

Dropout rate calculations are not posted for schools that are operated by County Offices of Education because of constraints in interpreting these calculations with high mobility schools. Caution must also be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools, dropout recovery high schools, or schools eligible or participating in the Alternative Schools Accountability Model (ASAM).

The dropout rate calculations posted on the CDE Web site compare the counts of dropouts over the entire school year with a single day enrollment count on CBEDS Information Day (first Wednesday of October). By design, alternative schools and dropout recovery high schools may serve many students over the course of a school year. Students may stay in these schools for short periods of time with the intent of returning to their local comprehensive high schools. Calculating dropout rates for schools with a high volume of short term students may result in overstated rates in excess of 100 percent because the point-in-time enrollment count will significantly understate the actual enrollment over time.

Expected

Actual

**Metric/Indicator**

D. High School Dropout Rate

**17-18**

D: Decrease High School Dropout count at Community Schools and Cruikshank Court School

**Baseline**

D. 2015/16 High School Dropout count  
Community Schools 74  
Cruikshank Court School 36  
(verified by CalPADS)

It may also be inappropriate to compare dropout rates for alternative schools and dropout recovery high schools to local comprehensive high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges.

**Alternative School Dropout Rates**

The baseline data was reported incorrectly. Based on Dataquest the dropout rate calculations are not posted for schools that are defined as alternative by the California Department of Education.

In the 16/17 school year, the community high school drop out count decreased from 80 students in 15/16 to 75 students in 16/17.

Cruikshank Court school dropout count has increased from 32 students in 15/16 to 36 student in 16/17. Data is verified via Dataquest.

**Metric/Indicator**

E. High School Graduation Rate

**17-18**

E: Increase High School Graduation count at Community Schools and Cruikshank Court School

**Baseline**

E. 2015/16 High School Graduation count: Community Schools 124  
Cruikshank Court School 9  
(verified by CalPADS)

The baseline data was reported incorrectly. Based on Dataquest the number of community school high school graduates increased from 117 students in the 15/16 school year, to 164 graduates in the 16/17 school year. Cruikshank Court school graduates went from 9 students in 15/16 to 4 during the 16/17 school years. Data is verified via Dataquest.

**Metric/Indicator**

Priority 6: School Climate  
A. Pupil Suspension Rate

**17-18**

A: Decrease Suspension count/rate at Community Schools and Cruikshank Court School

**Baseline**

A. 2015/16 Pupil Suspensions count/rate:  
Community Schools 441/23% Cruikshank Court School 193/21%  
(verified by PROMIS)

The baseline data was reported incorrectly. According to Dataquest the 16/17 school year, total suspensions for Community school programs decreased to 317 (12.7%). Suspensions at Cruikshank Court school programs decreased to 130 (9.7%) for the 16/17 school year. Data is verified via Dataquest.

## Expected

**Metric/Indicator**

B. Pupil Expulsion Rate

**17-18**

B: Decrease/maintain low expulsion count/rate at Community Schools and Cruikshank Court School

**Baseline**

B. 2015/16 Pupil Expulsion count/rate:  
Community Schools 2 (11%)  
Cruikshank Court School 0/0%  
(verified by Dataquest)

**Metric/Indicator**

C. Student, Parent, and Teacher Survey results on safety and school connectedness.

**17-18**

C: Student, Parent and Teacher Survey results on school safety and connectedness will increase at Community Schools and Cruikshank Court School

**Baseline**

C. Parents- 82% agree or strongly agree that their student feels safe at school.

Teachers- 71.16% agree or strongly agree with the statement, "The school environment is safe for teachers."

## Actual

In the 16/17 school year there was one expulsion at the Community school programs (0.6%) and 0 for the Cruikshank Court school programs. Data is verified via Dataquest.

C: Student, Parent and Teacher Survey results on school safety and connectedness will increase at Community Schools and Cruikshank Court School

Based on the 2017-18 Parent Survey - Only 4% disagreed or strongly disagreed with the statement, "My child's school is a safe place to learn." Only 4% disagreed or strongly disagreed with the statement, "I feel my involvement in my child's education is valued at his/her school."

Based on the 2017-18 Teacher Survey - 10% disagree or strongly disagree with the statement, "The school environment is safe for teachers." 98% of teachers agree or strongly agree that "I am passionate about my work."

Based on the 2017-18 California Healthy Kids Survey, 81% students responded high or moderate when asked about school connectedness. 5% of students reported feeling unsafe or very unsafe at school

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Evaluate targeted students for referral to community resources, monitor interventions and connect with additional resources, as	Students were evaluated by our student services staff and School Nurse at the time of enrollment and directed to appropriate	1000-3000: Salaries & Benefits LCFF 353,745	1000-3000: Salaries & Benefits LCFF 211,538

warranted, to meet individual student needs to assist with attendance improvement.

community and school resources. Ongoing evaluation was conducted by our site administrators, counselors, teachers, and support staff to ensure students and families were provided necessary supports. Probation 654 staff supported high-risk students with ongoing case management and home visits in collaboration with school administrators, teachers, and staff.

4000-4999: Books And Supplies LCFF 800

4000-4999: Books And Supplies LCFF 800

5000-5999: Services And Other Operating Expenditures LCFF 113,700

5000-5999: Services And Other Operating Expenditures LCFF 191,795

NA

7000-7439: Other Outgo LCFF 39,565

## Action 2

### Planned Actions/Services

1.2 Community agencies will participate in truancy task force meetings and truancy sweeps. Translators will be present for home visits.

### Actual Actions/Services

Truancy Task Force Meetings were held quarterly. School district officials, the District Attorney's Office, Probation 654 officers, School Resource Officers, Teachers, Counselors, and representatives from the Child Abuse Prevention Council attended the meetings and truancy sweeps which were facilitated by our Coordinator of Truancy Support. Bilingual staff members took part in truancy sweeps and home visits, as needed.

### Budgeted Expenditures

1000-3000: Salaries & Benefits LCFF 228,191

### Estimated Actual Expenditures

1000-3000: Salaries & Benefits LCFF 108,420

4000-4999: Books And Supplies LCFF 1,700

4000-4999: Books And Supplies LCFF 1,650

5000-5999: Services And Other Operating Expenditures LCFF 104,800

5000-5999: Services And Other Operating Expenditures LCFF 182,425

NA

7000-7439: Other Outgo LCFF 28,635

## Action 3

### Planned Actions/Services

1.3 Attendance Leadership Committee will review and modify goals and incentives for perfect attendance.

### Actual Actions/Services

Attendance goals were established and incentives provided to individual students and school sites throughout the year. The Attendance Leadership Committee convened in March to review

### Budgeted Expenditures

1000-3000: Salaries & Benefits LCFF 163,378

### Estimated Actual Expenditures

1000-3000: Salaries & Benefits LCFF 132,328

4000-4999: Books And Supplies LCFF 2,866

4000-4999: Books And Supplies LCFF 2,540

attendance data and make recommendations for future incentives.

5000-5999: Services And Other Operating Expenditures LCFF 27,615

5000-5999: Services And Other Operating Expenditures LCFF 42,503

NA

7000-7439: Other Outgo LCFF 17,365

#### Action 4

##### Planned Actions/Services

1.4 one.STOP Mental Health staff will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.

##### Actual Actions/Services

one.STOP Mental Health Clinicians collaborated with our Student Services team, teachers, counselors, administrators, and our school nurse to ensure necessary support for all students. Behavior support curriculum/strategies were not integrated into daily lessons.

##### Budgeted Expenditures

1000-3000: Salaries & Benefits LCFF 713,000

4000-4999: Books And Supplies LCFF 1,800

5000-5999: Services And Other Operating Expenditures LCFF 281,255

NA

##### Estimated Actual Expenditures

1000-3000: Salaries & Benefits LCFF 401,529

4000-4999: Books And Supplies LCFF 2,160

5000-5999: Services And Other Operating Expenditures LCFF 42,135

7000-7439: Other Outgo LCFF 43,646

#### Action 5

##### Planned Actions/Services

1.5 Maintain on-going daily truancy intervention site services for transitioning students throughout the program.

##### Actual Actions/Services

Student attendance patterns were monitored throughout the program daily. Students with identified attendance problems were supported by teachers, counselors, site administrators, and 654 truancy intervention staff. Home visits were conducted, as needed. Students and families were provided individualized support based on the root cause(s) of their attendance problems. Frontier 1, Frontier 2, and Frontier South provided specialized truancy sites

##### Budgeted Expenditures

1000-3000: Salaries & Benefits LCFF 286,585

4000-4999: Books And Supplies LCFF 2,250

5000-5999: Services And Other Operating Expenditures LCFF 112,500

NA

##### Estimated Actual Expenditures

1000-3000: Salaries & Benefits LCFF 209,364

4000-4999: Books And Supplies LCFF 2,019

5000-5999: Services And Other Operating Expenditures LCFF 156,776

7000-7439: Other Outgo LCFF 36,043



supporting students with chronic truancy issues.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Intervention services clerk and classified staff will assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.	Our intervention specialist and student services staff monitored student attendance daily and supported student transitions into, through, and beyond our court and community schools. The intervention specialist actively participated on the Truancy Task Force, home visits, and truancy sweeps.	1000-3000: Salaries & Benefits LCFF 75,458	1000-3000: Salaries & Benefits LCFF 57,795
		4000-4999: Books And Supplies LCFF 500	4000-4999: Books And Supplies LCFF 654
		NA	5000-5999: Services And Other Operating Expenditures LCFF 5,356
		NA	7000-7439: Other Outgo LCFF 6,247

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Staff will connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.	All unduplicated student groups were provided with community resources at the time of enrollment and throughout their time in court and community schools. Support was provided by Student Services staff, administrators, counselors, and our Foster/Homeless Services Director.	1000-3000: Salaries & Benefits LCFF 137,901	1000-3000: Salaries & Benefits LCFF 86,912
		4000-4999: Books And Supplies LCFF 1,400	4000-4999: Books And Supplies LCFF 1,934
		NA	5000-5999: Services And Other Operating Expenditures LCFF 8,141
		NA	7000-7439: Other Outgo LCFF 9,495

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Attendance Leadership Committee will track attendance	Foster Youth Director, Director of Curriculum and Assessment,	1000-3000: Salaries & Benefits LCFF 82,248	1000-3000: Salaries & Benefits LCFF 53,936

data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.

Director of Student Services, support staff, and all administrators tracked attendance of student groups.

4000-4999: Books And Supplies LCFF 550  
 NA  
 NA

4000-4999: Books And Supplies LCFF 581  
 5000-5999: Services And Other Operating Expenditures LCFF 4,995  
 7000-7439: Other Outgo LCFF 5,826

**Action 9**

**Planned Actions/Services**  
 1.9 one.STOP Mental Health staff will meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.

**Actual Actions/Services**  
 At the time of enrollment, all student groups were assessed based on referral and parent/guardian feedback to determine mental health needs. Mental health clinicians and/or community-based resources were assigned accordingly.

**Budgeted Expenditures**  
 1000-3000: Salaries & Benefits LCFF 360,762  
 4000-4999: Books And Supplies LCFF 1,735  
 5000-5999: Services And Other Operating Expenditures LCFF 2,400  
 NA

**Estimated Actual Expenditures**  
 1000-3000: Salaries & Benefits LCFF 106,683  
 4000-4999: Books And Supplies LCFF 1,855  
 5000-5999: Services And Other Operating Expenditures LCFF 12,565  
 7000-7439: Other Outgo LCFF 11,856

**Action 10**

**Planned Actions/Services**  
 1.10 Maintain ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites.

**Actual Actions/Services**  
 SJCOE Foster/Homeless Services Director, administrators, counselors, Probation 654 staff, and support staff provided ongoing truancy intervention supports such as home visitations, parent/guardian conferences, transportation and collaboration with school districts for all unduplicated student groups.

**Budgeted Expenditures**  
 1000-3000: Salaries & Benefits LCFF 118,368  
 4000-4999: Books And Supplies LCFF 1,300  
 5000-5999: Services And Other Operating Expenditures LCFF 100,000  
 NA

**Estimated Actual Expenditures**  
 1000-3000: Salaries & Benefits LCFF 95,398  
 4000-4999: Books And Supplies LCFF 19,620  
 5000-5999: Services And Other Operating Expenditures LCFF 100,000  
 7000-7439: Other Outgo LCFF 21,050

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.11 Campus Security Technicians will assist with site safety at large daily attendance sites to improve site safety.	Five Campus Security Technicians (CSTs) were deployed at community schools and supported positive school culture and environment. CSTs assisted with school safety, nutrition breaks, attendance, and parent engagement.	1000-3000: Salaries & Benefits LCFF 153,340	1000-3000: Salaries & Benefits LCFF 126,206
		NA	4000-4999: Books And Supplies LCFF 11,564
		NA	5000-5999: Services And Other Operating Expenditures LCFF 13,488

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.12 Counselors will provide on-going services to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.	SJCOE Foster Youth Liaison, counselor, and support staff monitored daily attendance of Foster Youth, Low Income, English Learners, and redesignated English Learners and provided one on one counseling, home visitations, and referrals to community-based resources, as needed.	1000-3000: Salaries & Benefits LCFF 752,919	1000-3000: Salaries & Benefits LCFF 936,191
		4000-4999: Books And Supplies LCFF 2,500	4000-4999: Books And Supplies LCFF 3,692
		5000-5999: Services And Other Operating Expenditures LCFF 2,400	5000-5999: Services And Other Operating Expenditures LCFF 88,741
		NA	7000-7439: Other Outgo LCFF 100,702

## Analysis

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

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

During the 2017-18 school year, most of the actions and services for Goal 1 were implemented as planned.

Students were evaluated by our student services staff and School Nurse at the time of enrollment and directed to appropriate community and school resources. Ongoing evaluation was conducted by our site administrators, counselors, teachers, and support

staff to ensure students and families were provided necessary supports. Probation 654 staff supported high-risk students with ongoing case management and home visits in collaboration with school administrators, teachers, and staff.

Truancy Task Force Meetings were held quarterly. School district officials, the District Attorney's Office, Probation 654 officers, School Resource Officers, Teachers, Counselors, and representatives from the Child Abuse Prevention Council attended the meetings and truancy sweeps which were facilitated by our Coordinator of Truancy Support. Bilingual staff members took part in truancy sweeps and home visits, as needed.

Attendance goals were established and incentives provided to individual students and school sites throughout the year. The Attendance Leadership Committee convened in March to review attendance data and make recommendations for future incentives.

Although one STOP Mental Health Clinicians collaborated with our Student Services team, teachers, counselors, administrators, and our school nurse to ensure necessary support for all students, behavior support curriculum/strategies were not integrated into daily lessons.

Student attendance patterns were monitored throughout the program daily. Students with identified attendance problems were supported by teachers, counselors, site administrators, and 654 truancy intervention staff. Home visits were conducted, as needed. Students and families were provided individualized support based on the root cause(s) of their attendance problems. Frontier 1, Frontier 2, and Frontier South provided specialized truancy sites supporting students with chronic truancy issues.

Our intervention specialist and student services staff monitored student attendance daily and supported student transitions into, through, and beyond our court and community schools. The intervention specialist actively participated on the Truancy Task Force, home visits, and truancy sweeps.

All unduplicated student groups were provided with community resources at the time of enrollment and throughout their time in court and community schools. Support was provided by Student Services staff, administrators, counselors, and our Foster/Homeless Services Director.

Foster Youth Director, Director of Curriculum and Assessment, Director of Student Services, support staff, and all administrators tracked attendance of student groups.

At the time of enrollment, all student groups were assessed based on referral and parent/guardian feedback to determine mental health needs. Mental health clinicians and/or community-based resources were assigned accordingly.

SJCOE Foster/Homeless Services Director, administrators, counselors, Probation 654 staff, and support staff provided ongoing truancy intervention supports such as home visitations, parent/guardian conferences, transportation and collaboration with school districts for all unduplicated student groups.

Five Campus Security Technicians (CSTs) were deployed at community schools and supported positive school culture and environment. CSTs assisted with school safety, nutrition breaks, attendance, and parent engagement.

SJCOE Foster Youth Liaison, counselor, and support staff monitored daily attendance of Foster Youth, Low Income, English Learners, and redesignated English Learners and provided one on one counseling, home visitations, and referrals to community-based resources, as needed.

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

With the exception of Action 1.4, all the actions and services were deemed effective. Attendance rates at the Cruikshank Court schools increased by 4% from 89% to 93%. The high school drop out count decreased from 80 students in 15/16 to 69 students in 16/17. The number of community school high school graduates increased from 164 students in the 16/17 school year, to 201 graduates in the 17/18 school year. The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information." Results from the 17/18 parent survey show a 1.65% increase of parents feeling that the school is a safe place; 95.42% of parents strongly agree, agree, or are neutral with the following statement, "My child's school is a safe place to learn."

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Original Budget is our best estimate of costs at that point and time. It is typical to have budget revisions throughout the course of the year. Since we do not know what our actual revenue will be until year end, we use our best projection.

SJCOE has defined "material difference" for an action/service under or over twenty percent between the budgeted and actual expense. We have identified the following material differences:

1.4 \$506,585 decrease. Original Budget showed a greater portion of salary & benefits for the Mental Health Technicians charged to this budget. During the year, their salary & benefits were spread out more appropriately to other actions/services and other funding sources. Also contracts with San Joaquin County Probation Department were spread out to other goals and funding sources.

1.9 \$231,938 decrease. Original Budget showed a greater portion of salary & benefits for the Mental Health Clinicians charged to this budget. During the year, their salary & benefits were spread out more appropriately to other actions/services and other funding sources. Administration team's salary & benefits were also re-evaluated and spread more appropriately.

1.12 \$371,508 Increase due to re-distribution that is more aligned with the goal. Shifted a percentage of our Teachers as well as our Student Services Team to this action which appropriately aligns with the service.

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

Goal 1 Action 4 was modified based on stakeholder input to reflect the need for additional mental health support for our students and now reads: 1.4 one.STOP Mental Health staff will be expanded and will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.

Goal 1 Action 5 was modified based on the analysis of student attendance data and stakeholder input and reflects the need for greater administrative oversight of truancy intervention and now reads: 1.5 Maintain on-going daily truancy intervention site services for transitioning students throughout the program and re-align administrative supervision to better support truancy intervention.

Goal 1 Action 7 was modified to more accurately reflect the role of administration in supporting our English learners and now reads: 1.7 Administration and staff will connect targeted Foster Youth, Low Income, English Learners and reclassified English Learner students with community resources to assist with attendance improvement.

Goal 1 Action 8 was modified to ensure attendance data specific to Foster Youth, Low Income, English learners and reclassified English learners will be disseminated to stakeholder groups throughout the school year and now reads: 1.8 Attendance Leadership Committee will track and analyze attendance data specific to Foster Youth, Low Income, English Learners and reclassified English Learners and share data during the quarterly Foster Youth Advisory and District English Learner Advisory Council meetings.

Goal 1 Action 9 was modified based on stakeholder feedback and reflects the need for additional mental health supports for our students and now reads: 1.9 one.STOP Mental Health staff will be expanded to meet the needs of Foster Youth, Low Income, English Learners and reclassified English Learner students.

Goal 1 Action 11 was modified based on stakeholder feedback and reflects the need for Campus Security Technicians at all daily attendance sites to ensure safe and secure learning environments and now reads: 1.11 Campus Security Technicians will be expanded by 1.0 FTE to assist with site safety at daily attendance sites to improve site safety.

After a thorough review, the Metrics were changed as follows:

Priority 5A School Attendance Rate will be measured and verified by Dataquest.

Priority 5B Chronic Absenteeism Rate will replace Chronic Truancy Rate/Count and reported via Dataquest.

Priority 5C Middle School Dropout Rate is not available and will be measured by Dropout Count reported by Dataquest.

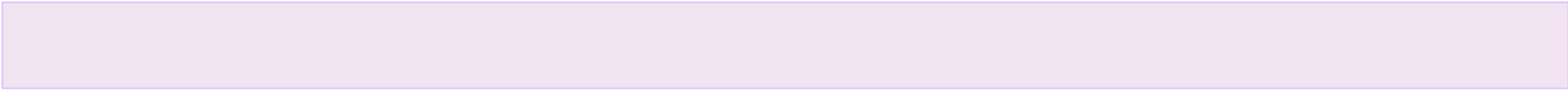
Priority 5D High School Dropout Rate is not available and will be measured by Dropout Count reported by Dataquest.

Priority 5E High School Graduation Rate is not available for alternative schools. High School graduation counts will be used to measure progress and reported by Dataquest.

Priority 6A School Climate Pupil Suspension Rate will be measured by Count/Rate as reported by Dataquest.

Priority 6B Pupil Expulsion will be measured by Count/Rate as reported by Dataquest.

Priority 6C Baseline data was updated to fully address the metric.



# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 2

To improve academic rigor and consistency across student programs.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)  
                          Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)  
                          Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Priority 1: Basic

A: Teachers appropriately assigned and fully credentialed

**17-18**

A: 100% of teachers will be fully credentialed and appropriately assigned at Community Schools and Cruikshank Court School

**Baseline**

A: 2015/16 Teachers fully credentialed:

Community Schools 100%

Court Schools 100%

(verified by SARC)

Actual

Baseline data is incorrect. In the 16/17 school year one hundred percent of Community School teachers were appropriately assigned. 47 teachers (90.38%) were fully credentialed and 5 teachers (9.62%) were classified as without a full credential.

In the 16/17 school year one hundred percent of Court School teachers were appropriately assigned. Five teachers (71.43%) were fully credentialed and 2 teachers (28.57%) were classified as without a full credential.

Data is verified by SARC.



## Expected

**Metric/Indicator**

B. Sufficient access to standards-aligned instructional materials

**17-18**

B: 100% of students will have access to standards-aligned materials at Community Schools and Cruikshank Court School

**Baseline**

B: 2015/16 Sufficient access to standards-aligned instructional materials  
Community Schools 100%  
Cruikshank Court School 100%  
(verified by SARC)

**Metric/Indicator**

C. Facilities are maintained

**17-18**

C: 100% of facilities will be maintained in good repair at Community Schools and Cruikshank Court School

**Baseline**

C: 2015/16 Facilities maintained:  
Community Schools 100%  
Cruikshank Court School 100%  
(verified by SARC)

**Baseline**

Priority 2: State Standards

**Metric/Indicator**

Priority 2: State Standards

A. Implementation of SBE-adopted academic content and performance standards for all students - based on annual audit of instructional materials and annual professional development calendar.

**17-18**

A: Maintain 100% implementation of SBE adopted academic content and performance standards and ongoing professional learning to support CCSS-aligned teaching and learning.

## Actual

In the 16/17 and 17/18 school years, 100% of students had access to standards-aligned materials at Community schools and Cruikshank Court schools. Data is verified via the School Accountability Report Card (SARC).

In the 16/17 and 17/18 school year, 100% of Community Schools facilities were maintained in good repair based on SARC. Court School facilities were maintained by County Probation and were maintained in compliance with Title 15 Regulations.

One hundred percent of students had access to SBE-adopted academic content and performance standards in 2017-18. In the 17/18 school year, Community and Court school teachers continued training in Common Core State Standards, as well as the English language development standards. All teachers attended five Collaboration and Planning (CAP) meetings which focused on the implementation of the WRITE approach, that aligns with the CCSS standards. Teacher attendance of CAP meetings is verified by attendance logs.

In the beginning of the 17/18 school year, the one Teacher Toolbox was created. The toolbox is a website that includes resources and support for teachers in CCSS-aligned teaching and learning, including curriculum, EL students, assessments, parent engagement, classroom technology, and classroom management.

## Expected

### Baseline

A: 2016-17 100% of students had access to SBE-adopted academic content standards; and, 100% of teaching staff participated in an ongoing CCSS professional learning series.

### Metric/Indicator

B. How programs/services enable English Learners to access the California Standards and ELD standards - verified and monitored by administration during ongoing teacher observation and evaluation schedules.

### 17-18

B: Provide programs/services to enable all English Learners to access the California Standards and ELD standards at Community Schools and Cruikshank Court School

### Baseline

B: 2016/17 Community Schools and Cruikshank Court School- 100% ELs had access to CCSS and ELD standards to gain content knowledge and English proficiency including a minimum of 30 minutes of designated ELD in addition to daily integrated ELD.

### Metric/Indicator

Priority 4: Pupil Achievement

A. Statewide Assessments - Percentage of students meeting or exceeding level 3 in CAASPP ELA and Math assessments.

### 17-18

A: Increase the percentage of students meeting or exceeding level 3 in ELA and Math on the CAASPP.

### Baseline

A: 2015-16 Percentage of students earning proficient or higher on the CAASPP Assessment in ELA and Math:

Court: 0% Math and 0% ELA

Community: 0% Math and 4% ELA

### Metric/Indicator

B. API

### 17-18

B: API has been suspended indefinitely

## Actual

Teachers and administrators also attended multiple professional learning opportunities including an ELD institute, HSS framework rollout, CAASPP Institute, CISC leadership symposium, and math implementation. In addition, all teachers participated in three full days of WRITE Institute professional learning focused on writing strategies in all core areas. Attendance is verified by the 2017-18 conference schedule professional learning sign-in sheets.

One hundred percent of English learners had access to CCSS and integrated and designated ELD in the 2017-18 school year. The WRITE approach, ESL Reading Smart, and Edge curriculum were available to all Community and Court school English learner students. The curriculum is designed to improve students' English language proficiency. The WRITE approach, which incorporates the ELD standards, was implemented consistently program-wide and monitored by the administration and WRITE leadership team. All English learner students are enrolled in an English course that includes integrated ELD. English learner students whose CELDT scores are beginning or early intermediate are enrolled in a designated ELD elective course in addition to their high school English course. The curriculum, scope and sequences include the ELD standards and the content standards. Information is verified by the course catalog, library catalog, and scope and sequences.

A: 2016-17 Percentage of students earning proficient or higher on the CAASPP Assessment in ELA and Math:  
Court: ELA 4.4% (increased by 4.4) and Math 0% (remained at 0%)  
Community: ELA 6.8% (increased 2.8%) and Math 1.2% (increased by 1.2%)

Data is verified via CAASPP reports.

API has been suspended indefinitely.

Expected

Actual

**Baseline**

B: API has been suspended indefinitely

**Metric/Indicator**

C. A-G Completion  
F. Percentage of pupils who pass an AP exam (3+)  
G. Percentage of pupils who participate in and demonstrate college preparedness on assessment (SBAC)

**17-18**

C, F, G: All students will have access to a-g and AP coursework via our Edmentum products

**Baseline**

C, F, G: Due to the nature of court and community schools, data related to A-g courses, AP course enrollment, CTE completion and EAP completion and pass rate is not applicable. In 16-17 all students had access to A-G and AP coursework via our Edmentum products.

**Metric/Indicator**

D. EL progress "CELDT"

**17-18**

D: Increase the count/percentage of students increasing toward proficiency on CELDT.

**Baseline**

D: 2015-16 count/percent of students increasing toward proficiency on CELDT.

Cruikshank Court School- 24 tested, 2 proficient  
Community School- 154 tested, 20 proficient  
(Based on CELDT data))

**Metric/Indicator**

E. EL reclassification rate

**17-18**

E: Increase the count of EL students reclassified at Community Schools and Cruikshank Court School

C. A-G Completion - 0%  
F. Percentage of pupils who pass an AP exam (3+) - 0%  
G. Percentage of pupils who participate in and demonstrate college preparedness on assessment (SBAC) 0%  
In 16-17 all students had access to A-G and AP coursework via our Edmentum products.

The 15/16 baseline data was based on the CELDT data file. The 16/17 data was reported by Dataquest.

In the 16/17 school year, there were a total of 11 students that completed the CELDT test at Cruikshank Court School. Of the 11 students tested, 2 met the CELDT criterion (18%).

In the 16/17 school year, there were a total of 116 students that completed the CELDT test at the Community school program. Of the 116 students, 48 met the CELDT criterion (41%).  
Data is verified by Dataquest

The baseline data was taken from CalPADS, and the 16/17 data was reported by Dataquest.

The percentage of EL students reclassified at the Community school program increased from 5.7% (12 students) in 15/16 to 7.5% (15 students) in 16/17. The percentage of EL students reclassified at Cruikshank Court school increased from 0% in 15/16 to 3.7% (1 student) in 16/17.  
Data is verified by Dataquest.

## Expected

### Baseline

E: 2015/16 EL reclassification count:  
Community Schools- 15  
Cruikshank Court School- 1  
(verified by CalPADS)

### Metric/Indicator

Priority 7: Course Access

A. An annual review of the Course of Study and master schedules is conducted to ensure student access to a broad course of study.

B. Programs/Services developed and provided to unduplicated pupils are monitored annually.

C. Programs/Services developed and provided to individuals with exceptional needs are monitored annually.

### 17-18

A,B,C: Continue to provide access to a broad course of study and programs and services to all students, including unduplicated students and students with exceptional needs, at both community schools and Cruikshank court school.

### Baseline

A,B,C: In 16-17, 100% of students in community schools and Cruikshank had access to and enrolled in a broad course of study as described in Education code 51210 and 51220 and verified by class/master schedules. A broad course of study was provided to all students including:

- ELD daily for English Learners
- Foster Youth received reading and math intervention when needed, as determined by assessment data.
- Low Income students received reading and math intervention when needed, as determined by assessment data

\* Students with exceptional needs received services based on their IEP.

## Actual

One hundred percent of students had access to and were enrolled in a broad course of study as described in Education Code 51210 and 51220. Programs and services were provided to all students, including unduplicated pupils and those with exceptional needs, in both the community school and Cruikshank court school programs. Designated and integrated ELD instruction was provided for English learners daily. Foster youth and low income students were provided targeted instructional support in reading and math based on Accuaccess math and ELA results. Students with exceptional needs were provided necessary services based on their IEPs. An annual review of the course of study is completed in the spring of each school year. Course offerings are verified in the course catalog.

## Expected

**Metric/Indicator**

Priority 8: Other Pupil Outcomes

SJCOE utilizes a custom made program-wide writing assessment in the fall and spring and results are kept in the Illuminate database.

**17-18**

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

**Baseline**

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

**Metric/Indicator**

Priority 9: Coordination of expelled youth instruction

The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, led the development and implementation of the Countywide Plan for Expelled Youth as required by

Education code 48926. The County-wide plan is monitored throughout the year to ensure full compliance.

**17-18**

Continue to monitor, revise and implement the Countywide Plan for Expelled Youth as required by Education code 48926.

**Baseline**

Ongoing monitoring of the Countywide Plan for Expelled Youth to make sure supports and services are delivered.

**Metric/Indicator**

Priority 10: Coordination of services for foster youth

A. Foster youth will be immediately enrolled and placed in appropriate courses per state and local statute as monitored by administration utilizing the PROMIS student information system.

B. Monitor the the percentage of foster youth receiving Independent Living Services utilizing the PROMIS student information system.

## Actual

In the 16/17 school year, of the students that took the end of semester 1 and end of semester 2 PWA, 70% increased their score by 0.5 points or more.

Data is verified by Illuminate. Note- Data reflects program wide data (Community, Court, Charter, and BFA programs) as data collection was not separate per LEA. Data collections methods will be adjusted in the upcoming years to separate out each LEA.

The SJCOE continued to monitor the Countywide Plan for Expelled youth in collaboration with district superintendents and district student services staff. The Countywide Plan has been reviewed and updated. The plan was approved by the San Joaquin County Board of Education in May 2018.

A. One hundred percent of foster youth students referred to COSP in 2017-18 were immediately enrolled and placed in appropriate courses in court and community schools based on their individual needs (130 students in Community and 143 in Court).

B. All 16-18 year old Foster Youth were provided the opportunity to participate in the Independent Living Program run in collaboration with Delta Community College and the San Joaquin Human Services Agency. The percentage of students who received Independent Living Services went down from 110/267 (41%) in 2016-17 to 70/273 (26%) in 2017-18.

In addition, the Foster Youth Services Advisory Council conducts quarterly meetings with local school districts, County Probation, Child Welfare, higher education, faith based organizations, and the juvenile bench.

**Expected**

**17-18**

A. Continue to enroll and immediately place all students referred to COSP based on their individual needs.

B. Increase the percentage of foster youth receiving Independent Living Services by 5% over previous year.

**Baseline**

A. One hundred percent of foster youth referred to COSP (267 in 2016-17) were immediately enrolled and placed in appropriate courses based on their individual needs.

B. The percentage of foster youth receiving Independent Living Services in 2016-17 was  $110/267 = 41\%$

**Actual**

In compliance with EC 42921(d), all foster youth receive the following services: prompt foster youth evaluation; referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services; facilitation of timely individualized education programs and all Special Education services; efficient and expeditious transfer of health and education records and the health and education passport, as measured by Foster Focus.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Provide professional development opportunities for county operated schools staff.	For the 17/18 school year, many professional development opportunities were offered to teachers and staff and included support with truancy, student wellness, curriculum, EL student support, and classroom management. One of the primary focuses for teacher professional	1000-3000: Salaries & Benefits LCFF 35,625	1000-3000: Salaries & Benefits LCFF 38,426
		4000-4999: Books And Supplies LCFF 2,500	4000-4999: Books And Supplies LCFF 2,500
		5000-5999: Services And Other Operating Expenditures LCFF 7,500	5000-5999: Services And Other Operating Expenditures LCFF 6,479

development was the implementation of the WRITE approach to improve all student literacy, reading, and writing skills. The WRITE curriculum is an approach that uses strategies appropriate for both English Learners and English-speaking students, and emphasizes literacy across all content areas.

Another area of focus was the continued implementation of Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices. PBIS and Restorative Practices are evidence-based methods that help build positive relationships improve student behavior, and decrease student suspension rates.

NA

7000-7439: Other Outgo LCFF  
4,641

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Monitor the implementation of English Learner programs at all school sites.	During the 17/18 school year, the program continued to offer an integrated ELD and designated ELD program. Students who were placed in the designated ELD program accessed the ESL Reading Smart and EDGE curriculum. Students placed in the integrated ELD program received support in their English courses through the EDGE and WRITE curriculum. Placement of students in the appropriate EL programs	<p>1000-3000: Salaries &amp; Benefits LCFF 57,189</p> <p>4000-4999: Books And Supplies LCFF 2,415</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 7,500</p> <p>NA</p>	<p>1000-3000: Salaries &amp; Benefits LCFF 41,040</p> <p>4000-4999: Books And Supplies LCFF 2,415</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 12,169</p> <p>7000-7439: Other Outgo LCFF 5,446</p>

was monitored by the registrar and administrators.

Both the designated and integrated ELD programs included WRITE, ESL Reading Smart, and EDGE curriculum. The implementation of the WRITE approach was monitored monthly by both teachers and administrators. Informal classroom observation centered around the use of WRITE strategies in the classroom and professional development. The use of ESL Reading Smart and EDGE curriculum was monitored by the Curriculum and Assessment Director, as well as site directors.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.3 Provide professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.</p>	<p>In the beginning of the 17/18 school year, administrators received training on conducting teacher evaluations from SJCOE Human Resources. Throughout the year, administrators coordinated with HR for recommendations and to make sure required procedures were followed. All administrators have participated in FRISK training. Administrators attended monthly Leadership Academy sessions facilitated by SJCOE Education Services beginning in November. Activities during the Leadership Academy sessions included work around a common leadership</p>	<p>1000-3000: Salaries &amp; Benefits LCFF 333,810</p>	<p>1000-3000: Salaries &amp; Benefits LCFF 195,533</p>
		<p>4000-4999: Books And Supplies LCFF 3,500</p>	<p>4000-4999: Books And Supplies LCFF 3,261</p>
		<p>NA</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 18,216</p>
		<p>NA</p>	<p>7000-7439: Other Outgo LCFF 21,245</p>



framework (5 Dimensions of Teaching and Learning) and allowed administrators to work together to develop common language and practices related to classroom observation.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Provide professional development regarding knowledge of extracting multiple forms of data from program assessment tools as determined by program staff.	During the 17/18 school year, teachers and staff were provided training in PROMIS (student information system), Illuminate Education, and Accucess. All teachers were provided training in these programs to access student achievement and assessment data. Attendance and behavioral data was also extracted from PROMIS and reviewed by teachers and staff on a regular basis to determine and adjust supports based on student needs.	1000-3000: Salaries & Benefits LCFF 202,318	1000-3000: Salaries & Benefits LCFF 173,528
		4000-4999: Books And Supplies LCFF 1,000	4000-4999: Books And Supplies LCFF 1,000
		NA	5000-5999: Services And Other Operating Expenditures LCFF 15,992
		NA	7000-7439: Other Outgo LCFF 18,652

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Maintain tutoring and review outcomes of current tutoring program.	Formalized tutoring programs were not offered at every school site during the 2017-18 school year; however, court and community school schedules allowed for individualized tutoring throughout and after the scheduled school day. At Cruikshank, a paraprofessional provided individual and small group tutoring for students with special needs.	1000-3000: Salaries & Benefits LCFF 23,075	1000-3000: Salaries & Benefits LCFF 18,446
		4000-4999: Books And Supplies LCFF 2,550	4000-4999: Books And Supplies LCFF 3,026
		5000-5999: Services And Other Operating Expenditures LCFF 4,300	5000-5999: Services And Other Operating Expenditures LCFF 6,662
		NA	7000-7439: Other Outgo LCFF 2,754

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.6 Review usage and efficacy data for reading and mathematics intervention programs.</p>	<p>During the 17/18 school year the program continued to use EDGE as a reading intervention program. The program also began using Accucess. Accucess is a diagnostic reading and math assessment that students take three times a year. After the assessment, students are assigned learning modules based on their individual Accucess results to help fill learning gaps in both reading and math.</p>	<p>1000-3000: Salaries &amp; Benefits LCFF 119,986</p>	<p>1000-3000: Salaries &amp; Benefits LCFF 119,986</p>
	<p></p>	<p>4000-4999: Books And Supplies LCFF 15,350</p>	<p>4000-4999: Books And Supplies LCFF 15,350</p>
	<p></p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 11,900</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 25,391</p>
	<p></p>	<p>NA</p>	<p>7000-7439: Other Outgo LCFF 11,747</p>
	<p>Prescription DATA:</p> <p>FALL 17/18 COURT: Total: 7217 Completed: 992 In Progress: 908 Not Started: 4924 Submitted: 0 N/A: 393</p> <p>COMMUNITY: Total: 69971 Completed: 11749 In Progress: 7172 Not Started: 47750 Submitted: 7 N/A: 3293</p> <p>WINTER 17/18 COURT: Total: 2092</p>		

Completed: 42  
In Progress: 183  
Not Started: 1861  
Submitted: 0  
N/A: 6

COMMUNITY:

Total: 33937  
Completed: 6335  
In Progress: 4303  
Not Started: 23051  
Submitted: 0  
N/A: 248

Definitions:

Completed: The student completed the prescription.

In Progress: The student is working on the prescription.

Not Started: The student has been assigned the prescription and has not began to work on it.

Exempt: The student took a pre-test in system and tested at a higher level which exempted the student from that particular module within the prescription.

Submitted: The prescription required the student to submit upon completion for grading.

N/A: These are homework assignments and are not done online. The student would download a PDF and then turn in the hard copy to the teacher. These prescriptions are not gradeable via the system.

Teachers, administrators, and the data analyst monitored the use of Accucess and the completion of Accucess modules. The program continued to research additional options for reading and math intervention programs.

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.7 Provide English Language Learner curriculum support.</p>	<p>During the 17/18 school year, the WRITE approach was implemented. The WRITE approach is ELA and ELD aligned, and emphasizes literacy across all content areas. Support for EL students was embedded in all of the content-areas and the 3-day WRITE Institute professional learning. Teachers attended the 3-day ELD Institute that focused on the ELD standards and framework and how to incorporate them into daily lessons for EL students.</p> <p>Development of a new scope and sequence in English, includes the ELD standards. New ELA/ELD curriculum, SpringBoard, was adopted in April 2018 and includes support for EL students in the integrated and designated ELD courses.</p>	<p>1000-3000: Salaries &amp; Benefits LCFF 25,877</p> <p>4000-4999: Books And Supplies LCFF 2,900</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 13,575</p> <p>NA</p>	<p>1000-3000: Salaries &amp; Benefits LCFF 16,679</p> <p>4000-4999: Books And Supplies LCFF 3,205</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 14,438</p> <p>7000-7439: Other Outgo LCFF 3,360</p>

Support for EL students will continue to be embedded in all professional learning moving forward.

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8 Monitor the appropriate placement of instructional staff.	The court and community schools administration, with the support of SJCOE Human Resources, monitored the hiring and ongoing assignment of instructional staff to maximize support for positive student outcomes.	1000-3000: Salaries & Benefits LCFF 24,083	1000-3000: Salaries & Benefits LCFF 30,463
		4000-4999: Books And Supplies LCFF 1,200	4000-4999: Books And Supplies LCFF 1,795
		5000-5999: Services And Other Operating Expenditures LCFF 5,650	5000-5999: Services And Other Operating Expenditures LCFF 9,124
		NA	7000-7439: Other Outgo LCFF 4,051

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9 Provide standards based instructional materials and curriculum.	<p>All students have access to standards based instructional materials and curriculum through the use of textbooks and/or Plato, an online learning platform.</p> <p>During the 17/18 school year, the curriculum writing team worked to develop the ELA scope and sequences, including alignment to ELD standards for all high school levels. The integrated math 1A and 1B scope and sequences were developed in the 16/17 school year.</p>	1000-3000: Salaries & Benefits LCFF 48,724	1000-3000: Salaries & Benefits LCFF 224,669
		4000-4999: Books And Supplies LCFF 27,900	4000-4999: Books And Supplies LCFF 27,900
		5000-5999: Services And Other Operating Expenditures LCFF 55,100	5000-5999: Services And Other Operating Expenditures LCFF 55,100
		NA	7000-7439: Other Outgo LCFF 26,992

During the spring of 2018, a textbook adoption committee evaluated and reviewed options for 7-12 grades ELA/ELD curriculum using the textbook adoption toolkit. ELA/ELD implementation of the SpringBoard curriculum is scheduled for Fall 2018. History Social Science adoption is scheduled for 18/19, and NGSS textbook adoption is scheduled for 19/20. The Integrated Math textbook was adopted in 16/17 and implementation continued in 17/18.

Standards-aligned English curriculum, Benchmark Advance, was adopted and implemented in grades K-6 in 17/18. Professional learning and training continues with the implementation.

WRITE curriculum was adopted and implemented program-wide to support literacy in all content areas during 17/18 and utilization of this approach will continue in the coming years. The WRITE curriculum is ELA and ELD standards-aligned.

Teachers also have access the Digital Library playlists and connections available by the CDE. Lessons and materials in the Digital Library are standards-aligned and provide differentiated instruction for students.

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.10 Core services provided to support student education in a safe learning environment.	COSP teachers provided ongoing support to all students related to core curriculum, instruction, and assessment in safe, nurturing learning environments. Standards aligned materials and resources were available for all students.	1000-3000: Salaries & Benefits LCFF 7,483,058	1000-3000: Salaries & Benefits LCFF 6,905,052
		4000-4999: Books And Supplies LCFF 224,568	4000-4999: Books And Supplies LCFF 274,465
		5000-5999: Services And Other Operating Expenditures LCFF 651,388	5000-5999: Services And Other Operating Expenditures LCFF 1,375,403
		7000-7439: Other Outgo LCFF 7,543	7000-7439: Other Outgo LCFF 819,160

## Analysis

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

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

During the 2017-18 school year, all of the actions and services from Goal 2 were successfully implemented with the exception of 2.5 - Maintain tutoring and review outcomes of current tutoring program. This action was modified and now reads - Identify and target students with greatest need for tutoring support and ensure appropriate services are provided.

Targeted professional development opportunities were offered to teachers and staff and included support with truancy, student wellness, curriculum, EL student support, and classroom management. One of the primary focuses for teacher professional development was the implementation of the WRITE approach to improve all student literacy, reading, and writing skills. The WRITE curriculum is an approach that uses strategies appropriate for both English Learners and English-speaking students, and emphasizes literacy across all content areas.

Another area of focus was the continued implementation of Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices. PBIS and Restorative Practices are evidence-based methods that help build positive relationships improve student behavior, and decrease student suspension rates. Students were evaluated by our student services staff and School Nurse at the time of enrollment and directed to appropriate community and school resources. Ongoing evaluation was conducted by our site administrators, counselors, teachers, and support staff to ensure students and families were provided necessary supports. Probation 654 staff supported high-risk students with ongoing case management and home visits in collaboration with school administrators, teachers, and staff.

In the beginning of the 17/18 school year, administrators received training on conducting teacher evaluations from SJCOE Human Resources. Throughout the year, administrators coordinated with HR for recommendations and to make sure required procedures were followed. All administrators have participated in FRISK training. Administrators attended monthly Leadership Academy sessions facilitated by SJCOE Education Services beginning in November. Activities during the Leadership Academy sessions included work around a common leadership framework (5 Dimensions of Teaching and Learning) and allowed administrators to work together to develop common language and practices related to classroom observation. During the 17/18 school year, the program continued to offer an integrated ELD and designated ELD program.

During the 17/18 school year, teachers and staff were provided training in PROMIS (student information system), Illuminate Education, and Accucess. All teachers were provided training in these programs to access student achievement and assessment data. Attendance and behavioral data was also extracted from PROMIS and reviewed by teachers and staff on a regular basis to determine and adjust supports based on student needs. Students who were placed in the designated ELD program accessed the ESL Reading Smart and EDGE curriculum. Students placed in the integrated ELD program received support in their English courses through the EDGE and WRITE curriculum. Placement of students in the appropriate EL programs was monitored by the registrar and administrators.

During the 17/18 school year the program continued to use EDGE as a reading intervention program. The program also began using Accucess. Accucess is a diagnostic reading and math assessment that students take three times a year. After the assessment, students are assigned learning modules based on their individual Accucess results to help fill learning gaps in both reading and math.

Both the designated and integrated ELD programs included WRITE, ESL Reading Smart, and EDGE curriculum. The implementation of the WRITE approach was monitored monthly by both teachers and administrators. Informal classroom observation centered around the use of WRITE strategies in the classroom and professional development. The use of ESL Reading Smart and EDGE curriculum was monitored by the Curriculum and Assessment Director, as well as site directors.

The court and community schools administration, with the support of SJCOE Human Resources, monitored the hiring and ongoing assignment of instructional staff to maximize support for positive student outcomes.

All students have access to standards based instructional materials and curriculum through the use of textbooks and/or Plato, an online learning platform. During the 17/18 school year, the curriculum writing team worked to develop the ELA scope and sequences, including alignment to ELD standards for all high school levels. The integrated math 1A and 1B scope and sequences were developed in the 16/17 school year. During the spring of 2018, a textbook adoption committee evaluated and reviewed options for 7-12 grades ELA/ELD curriculum using the textbook adoption toolkit. ELA/ELD implementation of the SpringBoard curriculum is scheduled for Fall 2018. History Social Science adoption is scheduled for 18/19, and NGSS textbook adoption is scheduled for 19/20. The Integrated Math textbook was adopted in 16/17 and implementation continued in 17/18. Standards-aligned English curriculum, Benchmark Advance, was adopted and implemented in grades K-6 in 17/18. Professional learning and training continues with the implementation. WRITE curriculum was adopted and implemented program-wide to support literacy in all content areas during 17/18 and utilization of



this approach will continue in the coming years. The WRITE curriculum is ELA and ELD standards-aligned. Teachers also have access the Digital Library playlists and connections available by the CDE. Lessons and materials in the Digital Library are standards-aligned and provide differentiated instruction for students.

COSP teachers provided ongoing support to all students related to core curriculum, instruction, and assessment in safe, nurturing learning environments. Standards aligned materials and resources were available for all students.

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

With the exception of Action 2.5, all the actions and services for Goal 2 were deemed effective. In the 16/17 and 17/18 school years, 100% of students had access to standards-aligned materials at Community schools and Cruikshank Court schools. In the 16/17 and 17/18 school year, 100% of Community Schools facilities were maintained in good repair based on SARC. Court School facilities were maintained by County Probation and were maintained in compliance with Title 15 Regulations.

In the 17/18 school year, Community and Court school teachers continued training in Common Core State Standards, as well as the English language development standards. All teachers attended five Collaboration and Planning (CAP) meetings which focused on the implementation of the WRITE approach, that aligns with the CCSS standards. Teacher attendance of CAP meetings is verified by attendance logs. In the beginning of the 17/18 school year, the one. Teacher Toolbox was created. The toolbox is a website that includes resources and support for teachers in CCSS-aligned teaching and learning, including curriculum, EL students, assessments, parent engagement, classroom technology, and classroom management.

The SJCOE continued to monitor the Countywide Plan for Expelled youth in collaboration with district superintendents and district student services staff. The Countywide Plan has been reviewed and updated. The plan will be submitted to the San Joaquin County Board of Education for approval in June 2018. One hundred percent of foster youth students referred to COSP in 2017-18 were immediately enrolled and placed in appropriate courses in court and community schools based on their individual needs (130 students in Community and 143 in Court). All 16-18 year old Foster Youth were provided the opportunity to participate in the Independent Living Program run in collaboration with Delta Community College and the San Joaquin Human Services Agency. The percentage of students who received Independent Living Services went down from 110/267 (41%) in 2016-17 to 70/273 (26%) in 2017-18.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Original Budget is our best estimate of costs at that point and time. It is typical to have budget revisions throughout the course of the year. Since we do not know what our actual revenue will be until year end, we use our best projection.

SJCOE has defined "material difference" for an action/service under or over twenty percent between the budgeted and actual expenditures. We have identified the following material differences:

2.3 \$99,055 decrease due to redistribution of our administrative personnel to other actions/services and other additional funding.

2.9 \$143,988 Increase due to additional temporary employee pay and stipends that were not anticipated at Original Budget. Contract with Sylvan Learning Center not used this year. Used in house personnel to support professional development & curriculum development.

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

Goal 2 Action 1 was modified to reflect more specific areas of professional learning and now reads: 2.1 Provide professional learning opportunities for county operated schools staff with a focus on curriculum, instructional practices, Positive Behavioral Supports and Interventions, Restorative Practices, and Trauma Informed Care.

Goal 2 Action 2 was modified to reflect increased support for English learners via side-by-side instructional coaching and now reads: 2.2 Monitor the implementation of English Learner programs at all school sites and provide side-by-side instructional coaching at high impact sites to improve outcomes for English learners.

Goal 2 Action 5 was modified to reflect more intentional and targeted focus to provide tutoring for students with the greatest need and now reads: 2.5 Identify and target students with greatest need for tutoring support and ensure appropriate services are provided.

Goal 2 Action 9 was modified to reflect our multi-year curriculum adoption cycle and now reads: 2.9 Provide standards based instructional materials and curriculum, including the selection, purchase, and implementation of new History Social Science curriculum.

Goal 2 Action 11 was added based on stakeholder feedback and the analysis of program-wide English learner outcomes and reads: 2.11 Develop an EL Summer Institute for long term English learners to accelerate their English language acquisition and implement in June 2019. NEW

Goal 2 Action 12 was added based on stakeholder feedback and our analysis of career technical education offerings program-wide and reads: 2.12 Develop a career technical education (CTE) plan and hire instructors to ensure broader access to meaningful CTE course offerings and pathways. NEW

Goal 2 Action 13 was added based on staff surveys and stakeholder feedback and now reads: 2.13 Therapeutic Learning Environments Coordinator will support program-wide implementation of PBIS, Restorative Practices, and Trauma Informed Care.

After a thorough review, the Metrics were changed as follows:

Priority 1A - Baseline data was updated to fully and accurately address the metric and will include the percentage of teachers appropriately assigned.

Priority 1B - Two years of data were reported in 2017-18.

Priority 1C - Baseline was updated to reflect Cruikshank Court School will be measured by compliance with Title 15 Regulations. Two years of data were reported in 2017-18

Priority 2B - Baseline amended to accurately reflect services provided for English learners.

Priority 4CFG - Baseline data was updated to fully address the metrics. The Expected Annual Measurable Outcomes language in 2018-19 and 2019-20 was modified to fully address the metric.

Priority 4D - Baseline data was updated to fully address the metrics. The Expected Annual Measurable Outcomes language in 2018-19 and 2019-20 was modified to fully address the metric.

Priority 4E - English learner reclassification was amended measured by count/rate and reported by Dataquest.

Priority 7ABC - Expected Annual Measurable Outcomes was amended to align with baseline.

Priority 10 - The metric, baseline, and Expected Annual Measurable Outcomes was updated to include all components of Priority 10.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 3

To improve our capacity for building and growing relationships between our program, students, parents and the community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Priority 3: Parent Involvement

A. Efforts by district to seek parent/guardian/caregiver input in decision making will be measured by attendance at parent conferences.

**17-18**

A. Increase Parent/guardian/caregiver participation/attendance in parent conferences.

### Baseline

A: Parents took part in a total of 1,493 separate parent conferences during the 2016-17 school year in court and community schools.

### Metric/Indicator

B. SJCOE will continue to promote parental participation in programs for unduplicated pupils by ensuring necessary parent guardian ratios are maintained on School Site Councils and District English Learner Advisory committees.

**17-18**

B: Increase outreach and parent participation.

Actual

During the 2017-18 school year, a total of 3,327 parent conferences took place.

The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information."

Parent participation on School Site Council and the District English Learner Advisory Committee meets required membership ratios. As of 3/27/2018 there have been 2 SSC/DELAC meetings held. Average parent participation was 7 parents. Notices of meetings are posted within appropriate timelines and invitations are sent via telephone calls to all parents and caregivers.

Expected

**Baseline**

B: Outreach efforts were made and an average of 14.5 parents actively participated in School Site Council and DELAC.

**Metric/Indicator**

C. SJCOE will promote and monitor parental participation in programs for individuals with exceptional needs.

**17-18**

C: Maintain notification, participation, and electronic support for parents, guardians, and education rights holders.

**Baseline**

C: 100% of parents, guardians, and education rights holders were notified and encouraged to participate in IEPs. Conference calls were provided for parents upon request.

Actual

100% of parents, guardians, and education rights holders are invited to IEPs and 504 meetings. Conference calls were provided upon request from parents, guardians, and education rights holders. Data related to students with IEPs is maintained in the Special Education Information System (SEIS).

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Build and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.	Student mental health needs were reviewed at the time of enrollment and mental health clinicians were assigned, as needed. Staff from the Child Abuse Prevention Council provided mental health services at the Frontier sites. Administration worked with Probation and San Joaquin Behavioral Health Services to ensure court school students were receiving necessary support. Additional support was provided by our Truancy Intervention Specialist.	<p>1000-3000: Salaries &amp; Benefits LCFF 66,310</p> <p>4000-4999: Books And Supplies LCFF 4,150</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 229,000</p> <p>NA</p>	<p>1000-3000: Salaries &amp; Benefits LCFF 69,056</p> <p>4000-4999: Books And Supplies LCFF 4,836</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 115,934</p> <p>7000-7439: Other Outgo LCFF 18,584</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Use information from expelled student referrals to schedule appropriate mental health supports and/or interventions to be integrated into the school day.	Referrals of expelled students were reviewed at the time of enrollment and mental health counseling services were provided at the school sites by our mental health clinicians. Additional support was provided by our school nurse and counselors.	1000-3000: Salaries & Benefits LCFF 92,691	1000-3000: Salaries & Benefits LCFF 140,396
		4000-4999: Books And Supplies LCFF 1,000	4000-4999: Books And Supplies LCFF 1,195
		NA	5000-5999: Services And Other Operating Expenditures LCFF 12,974
		NA	7000-7439: Other Outgo LCFF 15,132

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Student leadership group creates and facilitates quests and concept of one. activities.	A total of seven quests were offered during the 2017-18 school year. The quests included the Honor Quest, innerDiscovery, San Francisco Opera Trip, Fun Run, Monterey Bay Aquarium, Hike Quest, and the Concept of one. In addition, seniors took part in Senior Week at SJCOE September 25-28, students took part in the TRU Hope Summit at the Stockton Sports Arena October 19, and 2018 Grad Night took place on June 1 at Six Flags Discovery Kingdom. A Prom Committee was formed and led by students from a variety of school sites. Prom was held April 27.	1000-3000: Salaries & Benefits LCFF 114,450	1000-3000: Salaries & Benefits LCFF 59,742
		4000-4999: Books And Supplies LCFF 43,000	4000-4999: Books And Supplies LCFF 43,000
		NA	5000-5999: Services And Other Operating Expenditures LCFF 9,414
		NA	7000-7439: Other Outgo LCFF 10,980

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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3.4 Host Parent Cafes with Child Abuse Prevention Council.

Formal Parent Cafes did not occur; however, Court and Community School administrators and staff collaborated regularly with CAPC to ensure mental health counseling was provided at our Frontier 1 and 2 locations.

1000-3000: Salaries & Benefits LCFF 105,941

1000-3000: Salaries & Benefits LCFF 36,792

4000-4999: Books And Supplies LCFF 400

4000-4999: Books And Supplies LCFF 367

NA

5000-5999: Services And Other Operating Expenditures LCFF 3,405

NA

7000-7439: Other Outgo LCFF 3,971

### Action 5

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

3.5 Survey community partners of service for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.

Community partners were provided a survey in the spring of 2018.

1000-3000: Salaries & Benefits LCFF 30,011

1000-3000: Salaries & Benefits LCFF 24,877

The results of the community partner survey indicated the following results to the question "Based on your experience and interaction, please describe your opinion about the level of service the SJCOE one. Program provides for the following student groups:"

4000-4999: Books And Supplies LCFF 500

4000-4999: Books And Supplies LCFF 846

NA

5000-5999: Services And Other Operating Expenditures LCFF 2,357

NA

7000-7439: Other Outgo LCFF 2,749

English learners: 90.90% rated the level of service as good, very good, or excellent.

Foster youth: 90% rated the level of service as good, very good, or excellent.

Low income: 81.81% rated the level of service as good, very good, or excellent.

### Action 6

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3.6 Provide quest opportunities for Foster Youth students otherwise restricted by enrollment date or residential placement from participating in program-wide quests.	Court and Community School administrators and our SJCOE Foster Youth Services Director coordinated with social workers and education rights holders and ensured all Foster Youth received access to Quests throughout the 2017-18 school year.	1000-3000: Salaries & Benefits LCFF 31,646	1000-3000: Salaries & Benefits LCFF 21,285
		4000-4999: Books And Supplies LCFF 1,000	4000-4999: Books And Supplies LCFF 1,003
		NA	5000-5999: Services And Other Operating Expenditures LCFF 293
		NA	7000-7439: Other Outgo LCFF 2,211

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 Integrate Concept of one. activities into program curriculum to build student capacity for maintaining relationships with others in the community.	Senior Week involved a series of activities related to collaboration, communication, and preparation for the next steps beyond high school. The one.Leadership Symposium included a viewing of the documentary "Listen." This was followed by a student led town hall forum with the producer of the film. Our counselors organized the event. In addition, the Concept of one. Quest took place on April 13. Students and teachers spent the day competing in various team building activities, challenges, and events. The Concept of one. Resource Binder was developed during the 2016-17 school year and contains a wide variety of community building activities for teachers and students.	1000-3000: Salaries & Benefits LCFF 60,042	1000-3000: Salaries & Benefits LCFF 34,692
		4000-4999: Books And Supplies LCFF 4,160	4000-4999: Books And Supplies LCFF 4,915
		NA	5000-5999: Services And Other Operating Expenditures LCFF 3,629
		NA	7000-7439: Other Outgo LCFF 4,233

## Action 8

Planned

Actual

Budgeted

Estimated Actual



Actions/Services	Actions/Services	Expenditures	Expenditures
3.8 Increase participation in School Site Council and DELAC with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.	The SJCOE Foster and Homeless Youth Director regularly attended SSC and DELAC Meetings. The Director of Curriculum, Assessment, and Professional Development, who oversees assessment and support for English Learners, facilitates SSC and DELAC Meetings. Other administrators and staff who support all unduplicated student groups were present at the meetings, as well.	1000-3000: Salaries & Benefits LCFF 97,016	1000-3000: Salaries & Benefits LCFF 53,405
		4000-4999: Books And Supplies LCFF 1,000	4000-4999: Books And Supplies LCFF 1,300
		5000-5999: Services And Other Operating Expenditures LCFF 500	5000-5999: Services And Other Operating Expenditures LCFF 5,513
		NA	7000-7439: Other Outgo LCFF 5,895

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.9 Invite community agencies/support providers to School Site Council meetings.	School Site Council meeting agendas were posted for public view in accordance with Title 1 regulations. Community partners were provided SSC meeting dates. Flyers were also posted at school sites to invite community agencies and support providers to the meetings.	1000-3000: Salaries & Benefits LCFF 4,573	1000-3000: Salaries & Benefits LCFF 13,324
		4000-4999: Books And Supplies LCFF 400	4000-4999: Books And Supplies LCFF 491
		5000-5999: Services And Other Operating Expenditures LCFF 10,000	5000-5999: Services And Other Operating Expenditures LCFF 1,266
		NA	7000-7439: Other Outgo LCFF 1,476

### Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.10 Provide Independent Learning Programs to meet the unique needs of Foster Youth and Homeless students.	Our Foster Youth Services Director, counselors, and support staff collaborated with the County Behavioral Health Services and Delta Community College to provide Individual Learning	1000-3000: Salaries & Benefits LCFF 99,852	1000-3000: Salaries & Benefits LCFF 18,542
		4000-4999: Books And Supplies LCFF 25,000	4000-4999: Books And Supplies LCFF 25,000

	Program classes for foster students. Topics included family planning, budgeting, interview skills, nutrition, and financial literacy.	5000-5999: Services And Other Operating Expenditures LCFF 960	5000-5999: Services And Other Operating Expenditures LCFF 5,038
		NA	7000-7439: Other Outgo LCFF 4,756

### Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.11 Collaborate with neighboring counties to raise awareness of Foster Youth and Homeless students.	Our Foster/Homeless Youth Director regularly participated in regional and state-wide Foster and Homeless Youth Coordinators meetings. Legislation, policies and best practices were shared with our administrators, teachers, and staff.	1000-3000: Salaries & Benefits LCFF 62,035	1000-3000: Salaries & Benefits LCFF 21,161
		4000-4999: Books And Supplies LCFF 3,200	4000-4999: Books And Supplies LCFF 3,554
		5000-5999: Services And Other Operating Expenditures LCFF 1,500	5000-5999: Services And Other Operating Expenditures LCFF 3,902
		NA	7000-7439: Other Outgo LCFF 2,802

### Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.12 All school sites will host a Back to School Night and Open House.	All sites hosted a Back to School Night and/or Open House.	4000-4999: Books And Supplies LCFF 3,500	4000-4999: Books And Supplies LCFF 3,500
		NA	5000-5999: Services And Other Operating Expenditures LCFF 321
		NA	7000-7439: Other Outgo LCFF 374

# Analysis

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

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

During the 2017-18 school year, all of the actions and services from Goal 3 were successfully implemented with the exception of 3.4 - Host Parent Cafes with Child Abuse Prevention Council and 3.8 Increase participation in School Site Council and DELAC with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English learner students. Formal Parent Cafes did not occur; however, Court and Community School administrators and staff collaborated regularly with CAPC to ensure mental health counseling was provided at our Frontier 1 and Frontier 2 locations. While all unduplicated student groups were represented at our School Site Council and District English Learner Advisory Committee, overall attendance did not increase. We will increase supports for parent engagement in the 2018-19 LCAP (Action 3.13).

Student mental health needs were reviewed at the time of enrollment and mental health clinicians were assigned, as needed. Staff from the Child Abuse Prevention Council provided mental health services at the Frontier sites. Administration worked with Probation and San Joaquin Behavioral Health Services to ensure court school students were receiving necessary support. Additional support was provided by our Truancy Intervention Specialist.

Referrals of expelled students were reviewed at the time of enrollment and mental health counseling services were provided at the school sites by our mental health clinicians. Additional support was provided by our school nurse and counselors.

A total of seven quests were offered during the 2017-18 school year. The quests included the Honor Quest, innerDiscovery, San Francisco Opera Trip, Fun Run, Monterey Bay Aquarium, Hike Quest, and the Concept of one. In addition, seniors took part in Senior Week at SJCOE September 25-28, students took part in the TRU Hope Summit at the Stockton Sports Arena October 19, and 2018 Grad Night took place on June 1 at Six Flags Discovery Kingdom. A Prom Committee was formed and led by students from a variety of school sites. Prom was held April 27.

Community partners were provided a survey in the spring of 2018. The results of the community partner survey indicated the following results to the question "Based on your experience and interaction, please describe your opinion about the level of service the SJCOE one.Program provides for the following student groups:"

English learners: 90.90% rated the level of service as good, very good, or excellent.

Foster youth: 90% rated the level of service as good, very good, or excellent.

Low income: 81.81% rated the level of service as good, very good, or excellent.

Court and Community School administrators and our SJCOE Foster Youth Services Director coordinated with social workers and education rights holders and ensured all Foster Youth received access to Quests throughout the 2017-18 school year.

Senior Week involved a series of activities related to collaboration, communication, and preparation for the next steps beyond high school. The one. Leadership Symposium included a viewing of the documentary "Listen." This was followed by a student led town hall forum with the producer of the film. Our counselors organized the event. In addition, the Concept of one. Quest took place on April 13. Students and teachers spent the day competing in various team building activities, challenges, and events. The Concept of one. Resource Binder was developed during the 2016-17 school year and contains a wide variety of community building activities for teachers and students.

School Site Council meeting agendas were posted for public view in accordance with Title 1 regulations. Community partners were provided SSC meeting dates. Flyers were also posted at school sites to invite community agencies and support providers to the meetings.

Our Foster Youth Services Director, counselors, and support staff collaborated with the County Behavioral Health Services and Delta Community College to provide Individual Learning Program classes for foster students. Topics included family planning, budgeting, interview skills, nutrition, and financial literacy. All sites hosted a Back to School Night and/or Open House.

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

With the exception of Actions 3.4 and 3.8, all the actions and services for Goal 3 were deemed effective. The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information." One hundred of parents, guardians, and education rights holders are invited to IEPs and 504 meetings. Data related to students with IEPs is maintained in the Special Education Information System (SEIS).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Original Budget is our best estimate of costs at that point and time. It is typical to have budget revisions throughout the course of the year. Since we do not know what our actual revenue will be until year end, we use our best projection.

Original Budget is our best estimate of costs at that point and time. It is typical to have budget revisions throughout the course of the year. Since we do not know what our actual revenue will be until year end, we use our best projection.

SJCOE has defined "material difference" for an action/service under or over twenty percent between the budgeted and actual expense. We have identified the following material differences: We have identified the following material differences:

3.1 \$91,050 decrease due to Contract with San Joaquin County Probation & Child Abuse Prevention Council being redistributed to other funding sources.

3.2 \$76,006 increase due to redistribution of a portion of the Student Services Team to this action which is appropriate for the services provided.

3.4 \$61,806 decrease due to budget distribution shift of personnel to other actions/services and funding sources.

- 3.6 \$10,065 decrease due to budget distribution shift of personnel to other funds.
- 3.7 \$16,733 decrease due to reduction in anticipated stipend amounts to personnel.
- 3.8 \$32,403 decrease due to distribution shift of additional Transitional Specialist to be paid out of other funds.
- 3.10 \$77,232 decrease due to distribution shift of personnel to other funds.
- 3.11 \$35,316 decrease due to percentage of a position shifted to other funds.

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

Goal 3 Action 4 was modified to reflect our broader scope of collaboration with the Child Abuse Prevention Council and now reads:  
3.4 Conduct ongoing collaboration with CAPC to ensure mental health counseling for students, as needed.

Goal 3 Action 5 was modified to change "redesignated" to reclassified and now reads: 3.5 Survey community partners of service for input regarding improvement of services for Foster Youth, Low Income, English Learners and reclassified English learner students.

Goal 3 Action 12 was modified to provide greater flexibility for individual sites based on needs of parents/guardians and now reads:  
3.12 All school sites will host a Back to School Night or Open House.

Goal 3 Action 13 was added based on feedback from stakeholder meetings for the need for increased parent engagement and support and reads: 3.13 Family Engagement Specialist will provide support for parents, guardians, and foster parents to increase participation in school-related activities.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

The San Joaquin County Office of Education one. Program consulted with stakeholders including School Site Council, District English Learner Advisory Committee, parents, students, teachers, CTA representatives, support staff and site and district administrators throughout the 2017-18 school year to provide updates on the goals and actions and receive feedback related to progress. Input was solicited in the following ways:

### SJCOE Support

Monthly meetings were held beginning in August of 2017 to review data related to the three LCAP Goals. Participants included COSP Division Director, Curriculum and Assessment Director, Business Services and Education Services administrators. Additional staff were included, as needed. This group developed the LCAP Timeline for 2017-18 and created plans for the stakeholder meetings. Education Services provided technical assistance and guidance throughout the year. Business Services provided fiscal oversight and support.

### Stakeholder Meetings

Stakeholder Meetings were held February 8th in Lathrop, February 12 at the Juvenile Justice Center in French Camp, February 15th in Tracy, February 28th at the San Joaquin County Office of Education, and March 1st in Stockton and Lodi. Eighty-eight parents, students, community members, certificated staff, and classified staff took part in the meetings. A review of the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) goals and actions was presented at the meetings. The participants divided into working groups by LCAP Goal, evaluated progress, and offered feedback. Participants were then provided index cards to provide written recommendations for consideration. Among the themes that emerged from the stakeholder meetings were continuing to support truancy intervention efforts, increased parent engagement, additional support for English learners, and additional support for student transitions and behavioral needs.

### Parent Surveys

Parent Surveys were conducted in the fall of 2017 to gather feedback and input related to programs and services offered by SJCOE. Questions focused on communication, school safety, parent involvement, and access to community resources. One hundred ninety-six parents responded to the survey. The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly

agree, agree, or are neutral with the following statement, "My child's school communicates necessary information." Sixty-six percent of parents indicated they were given information about community resources from the school. This area needs increased focus in our LCAP. Eighty-six percent of parents believe their child's school respects all cultures and diversity. Results from the 17/18 parent survey show a 1.65% increase of parents feeling that the school is a safe place; 95.42% of parents strongly agree, agree, or are neutral with the following statement, "My child's school is a safe place to learn."

#### Student Surveys

Students took part in the California Healthy Kids Survey in the fall of 2017. Eighty-four percent of students responded moderate/high that they experienced caring adults in school. Eighty-five percent reported adults in their schools have high expectations of their students. Eighty-one percent reported favorably regarding a sense of connectedness at their school. When asked if they "feel safe in my school," only twelve percent disagreed. The data regarding students' perception of parent involvement in the school reflects a need for additional parent outreach and engagement.

#### Teachers

A teacher survey was developed and administered in February of 2018. Results from the 17/18 teacher survey show an increase of teachers feeling safe by 4.21%; 90.75% of teachers strongly agree, agree, or are neutral with the following statement, "The school environment is safe for teachers." Teachers feel the school environment is safe for students; 90.74% of teachers strongly agree, agree, or are neutral with the following statement, "The school is safe for students." The 17/18 teacher survey shows that 100% of teachers believe that student/teacher relationships affect the overall school success. Based on the LCAP goals assessment survey completed during staff/region meetings, teachers continue to express concern with mental health services available for students.

#### Support Staff

Support Staff were surveyed in March of 2018. One hundred percent stated they "Are proud to work for this organization." Ninety-eight percent "Understand how their work is directly related to the success of the one.Program." In addition, 89% believe they work in an environment where every employee can succeed; 97% enjoy their work; 91% understand the vision and mission of SJCOE; 100% of staff believe the administrative team treats them with respect. When asked to respond to the statement, "Management communicates well throughout the organization," 24% disagreed. Ongoing efforts to ensure necessary communication will continue.

#### Bargaining Unit

The LCAP process and timeline were reviewed during monthly meetings between CTA representatives and County Operated Schools and Programs administration.

A draft version of the LCAP was reviewed with the Parent Advisory & District English Learner Advisory Committees for input on May 2, 2018. Members and participants were asked to write down any comments and questions they had for the Superintendent's review.

A draft version of the LCAP was posted on the SJCOE website for public review and comment on May 4, 2018.

A Public Hearing to present the LCAP, and the budget to the SJCOE Board was held on June 27, 2018.

The LCAP and Budget were adopted by the SJCOE Board of Education on June 29, 2018.

## Impact on LCAP and Annual Update

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

Feedback and recommendations from consultations with students, parents, teachers, support staff, bargaining unit members, and community stakeholders were synthesized and a number of themes emerged:

**Increased Parent Engagement** - The need for increased support for parent engagement was evident in our surveys and stakeholder forums. While the overall responses from the parent surveys were positive, the need to increase parent access to school and community resources was evident. As such, actions in Goal 3 were revised to reflect a greater concentration of support for parent engagement and learning.

**Truancy and Chronic Absenteeism** - While attendance percentages have made gains in Court and Community Schools, chronic absenteeism remains a major concern. Fifty percent of Community School students, and 6.8% of Court School students were reported as chronically absent in 2016-17. Students are considered chronically absent if they have been enrolled for a total of 30 or more days at the selected reporting level during the academic year and they were absent 10% or more of the days they were expected to attend. We will continue to focus on truancy interventions in LCAP for the upcoming year.

**Mental Health Services** - We currently have 4.5 FTE clinicians who provide mental health supports for our students. Based on feedback from teachers, parents, and student services staff, we need to increase our level of mental health supports. This will be addressed in Goal 1.4 and 1.9 in the upcoming year.

**Increased support for English learners** - Based on input from stakeholder meetings and surveys, an increased focus on instructional support for English learners was emphasized in Goal 2 Actions 2 and 11. While appropriate curricular materials to support English learners were in place during the 2017-18 school year, an increased emphasis will be placed on instructional strategies to support English learners moving forward.

**Increased Career Technical Education opportunities** - Career Technical Education (CTE) classes are currently offered at two community school sites. While students have the opportunity to take CTE courses at the SJCOE campus in Stockton, transportation and scheduling challenges preclude students from attending. Based on feedback from our stakeholder meetings, we will expand our CTE offerings at court and community schools throughout the County based on student interest and market trends - Goal 2 Action 12.



Therapeutic Learning Environments - Based on feedback from stakeholder meetings and surveys we will increase our emphasis on developing therapeutic learning environments at all court and community school locations. During the 2017-18 school year Tier I implementation of PBIS was initiated at five school sites. Deeper implementation will continue at those sites and additional locations will begin Tier I in 2018-19. Two-day Restorative Practices training was completed by 70 teachers, support staff, administrators, students, and stakeholders during the 2017-18 school year. All court and community school employees will take part in the two-day training during the 2018-19 school year. In addition, all court and community school employees will take part in Trauma Informed Practices training prior to the start of the 2018-19 school year. The actions in Goal 2 were modified to reflect the need for additional support for PBIS, Restorative Practices, and Trauma Informed Care.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal  
Unchanged Goal

## Goal 1

Improve student attendance by decreasing truancy.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Based on SARB referrals, parent/student/teacher surveys, attendance/truancy rates, adjudication (602 status) and credit deficiencies in students, there is a need to increase student attendance. Improving student attendance will increase student achievement as well as student safety in the community.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Pupil Engagement A. School Attendance Rate	A: 2015/16 School Attendance rate: Community Schools 81% Cruikshank Court School 89% (verified by PROMIS)	A: Increase attendance rates at Community Schools and Cruikshank Court School.  Actual Actual 2017-18 rates: Community 81% Cruikshank 93%	A: Increase attendance rates at Community Schools and Cruikshank Court School	A: Increase attendance rates at Community Schools and Cruikshank Court School

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Verified by PROMIS		
B. Chronic Absenteeism Rate	<p>B: 2015/16 Chronic Truancy count/rate (includes students with 18 or more absences): Community Schools 716 (37%) Cruikshank Court School 41 (5%). (verified by PROMIS) .</p> <p>Effective 2017-18 we will be reporting the Chronic Absenteeism Rate beginning with the 2016-17 data from Dataquest.</p>	<p>B: Decrease Chronic Truancy count/rate at Community Schools and Cruikshank Court School.</p> <p>Actual 2016-17 Chronic Absenteeism rates: Community 50.1% Court 6.8% Verified by Dataquest</p>	B: Decrease Chronic Absenteeism rate at Community Schools and Cruikshank Court School	B: Decrease Chronic Absenteeism rate at Community Schools and Cruikshank Court School
C. Middle School Dropout Count	<p>C. 2015/16 Middle School Dropout count: Community Schools 0 Cruikshank Court School 0 (verified by CalPADS)</p> <p>Dropout Rate not available - only dropout count.</p>	<p>C. Maintain Middle School Dropout count at Community School and Cruikshank Court School.</p> <p>Actual dropout count 2016-17: Community - 0 Court - 3 Verified by Dataquest</p>	C. Maintain Middle School Dropout count at Community School and decrease count Cruikshank Court School	C. Maintain Middle School Dropout count at Community School and Cruikshank Court School
D. High School Dropout Count	D. 2015/16 High School Dropout count Community Schools 74	D: Decrease High School Dropout count at Community Schools and	D: Decrease High School Dropout count at Community Schools and	D: Decrease High School Dropout count at Community Schools and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Cruikshank Court School 36 (verified by CalPADS)	Cruikshank Court School.  Actual dropout count 2016-17: Community - 75 Court - 36 Verified by Dataquest	Cruikshank Court School	Cruikshank Court School
E. High School Graduation Count	E. 2015/16 High School Graduation count: Community Schools 124 Cruikshank Court School 9 (verified by CalPADS) 15/16 Graduation rate not available	E: Increase High School Graduation count at Community Schools and Cruikshank Court School.  2016-17 Actuals: Community: 164 Court: 9 Verified by Dataquest	E: Increase High School Graduation count at Community Schools and Cruikshank Court School	E: Increase High School Graduation count at Community Schools and Cruikshank Court School
Priority 6: School Climate A. Pupil Suspension Count/Rate	A. 2015/16 Pupil Suspensions count/rate: Community Schools 441/23% Cruikshank Court School 193/21% (verified by PROMIS)	A: Decrease Suspension count/rate at Community Schools and Cruikshank Court School.  2016-17 Actuals: Community 317/12.7% Court: 130/9.7% Verified by Dataquest	A: Decrease Suspension count/rate at Community Schools and Cruikshank Court School	A: Decrease Suspension count/rate at Community Schools and Cruikshank Court School
B. Pupil Expulsion Count/Rate	B. 2015/16 Pupil Expulsion count/rate: Community Schools 2/.11%	B: Decrease/maintain low expulsion count/rate at Community Schools	B: Decrease/maintain low expulsion count/rate at Community Schools	B: Decrease/maintain low expulsion count/rate at Community Schools

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Cruikshank Court School 0/0% (verified by PROMIS)	and Cruikshank Court School.  2016-17 Actuals: Community 1/.6% Court 0/0% Verified by Dataquest	and Cruikshank Court School	and Cruikshank Court School
C. Student, Parent, and Teacher Survey results on safety and school connectedness.	<p>C. Parents - 82% agree or strongly agree that their student feels safe at school.</p> <p>Teachers - 71.16% agree or strongly agree with the statement, "The school environment is safe for teachers."</p> <p>Baseline data below was updated to fully address the metric:</p> <p>C. Based on the 2016-17 Parent Survey, 0% disagree or strongly disagree with the statement, "My student feels safe at his/her school." Only 1.64% of parents disagreed or strongly disagreed with the statement, "School administration and teachers encourage parental engagement an</p>	<p>C: Student, Parent and Teacher Survey results on school safety and connectedness will increase at Community Schools and Cruikshank Court School</p> <p>Actual 2017-18 Based on the 2017-18 Parent Survey - Only 4% disagreed or strongly disagreed with the statement, "My child's school is a safe place to learn." Only 4% disagreed or strongly disagreed with the statement, "I feel my involvement in my child's education is valued at his/her school."</p> <p>Actual 2017-18 Based on the 2017-18 Teacher Survey - 10% disagree or strongly</p>	<p>C: Student, Parent and Teacher Survey results on school safety and connectedness will increase at Community Schools and Cruikshank Court School</p>	<p>C: Student, Parent and Teacher Survey results on school safety and connectedness will increase at Community Schools and Cruikshank Court School</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>support at the school site.</p> <p>Based on the 2016-17 Teacher Survey, 13.46% teachers disagree or strongly disagree with the statement statement, "The school environment is safe for teachers." 98% agree or strongly agree they are "Passionate about their work."</p> <p>Based on the 2015-16 California Healthy Kids Survey, 85% students responded high or moderate when asked about school connectedness. 7% responded feeling "Unsafe or very unsafe at their school.</p>	<p>disagree with the statement, "The school environment is safe for teachers." 98% of teachers agree or strongly that "I am passionate about my work."</p> <p>Actual 2017-18 Based on the 2017-18 California Healthy Kids Survey, 81% students responded high or moderate when asked about school connectedness. 5% of students reported feeling unsafe or very unsafe at school</p>		

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

1.1 Evaluate targeted students for referral to community resources, monitor interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.

**2018-19 Actions/Services**

1.1 Evaluate targeted students for referral to community resources, monitor interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.

**2019-20 Actions/Services**

1.1 Evaluate targeted students for referral to community resources, monitor interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	353,745	224,866	212,451
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits

Amount	800	800	800
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	113,700	194,060	192,924
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	41,427	40,089
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

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

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

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



Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 Community agencies will participate in truancy task force meetings and truancy sweeps. Translators will be present for home visits.	1.2 Community agencies will participate in truancy task force meetings and truancy sweeps. Translators will be present for home visits.	1.2 Community agencies will participate in truancy task force meetings and truancy sweeps. Translators will be present for home visits.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	228,191	124,812	127,310
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	1,700	1,700	1,700
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	104,800	183,895	184,124
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	30,637	30,906
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

1.3 Attendance Leadership Committee will review and modify goals and incentives for perfect attendance.

**2018-19 Actions/Services**

1.3 Attendance Leadership Committee will review and modify goals and incentives for perfect attendance.

**2019-20 Actions/Services**

1.3 Attendance Leadership Committee will review and modify goals and incentives for perfect attendance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	163,378	133,365	136,032
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	2,866	2,866	2,866
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	27,615	42,608	42,852
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	17,651	17,939
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

#### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

#### Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

1.4 one.STOP Mental Health staff will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.

1.4 one.STOP Mental Health staff will be expanded and will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.

1.4 Maintain one.STOP Mental Health staff to collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons. Monitor need for additional support.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	713,000	393,376	512,585
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	1,800	2,160	2,160
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	281,255	4,713	43,095
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	43,119	45,189
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

1.5 Maintain on-going daily truancy intervention site services for transitioning students throughout the program.

**2018-19 Actions/Services**

1.5 Maintain on-going daily truancy intervention site services for transitioning students throughout the program and re-align administrative supervision to better support truancy intervention.

**2019-20 Actions/Services**

1.5 Maintain on-going daily truancy intervention site services for transitioning students throughout the program and evaluate administrative supports.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	286,585	194,462	198,352
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits

Amount	2,250	2,250	2,250
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	112,500	187,178	157,930
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	37,890	35,387
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 6

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

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

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

Modified Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

1.6 Intervention services clerk and classified staff will assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.

2018-19 Actions/Services

1.6 Intervention services clerk and classified staff will assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.

2019-20 Actions/Services

1.6 Intervention services clerk and classified staff will assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	75,458	58,599	59,770
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	500	654	654
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	5,422	5,529
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	6,383	6,510
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

**Action 7**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

1.7 Staff will connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.

**2018-19 Actions/Services**

1.7 Administration and staff will connect targeted Foster Youth, Low Income, English Learners and re-designated English Learner students with community resources to assist with attendance improvement.

**2019-20 Actions/Services**

1.7 Administration and staff will connect targeted Foster Youth, Low Income, English Learners and re-designated English Learner students with community resources to assist with attendance improvement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	137,901	91,766	93,600
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits



Amount	1,400	1,934	1,934
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	8,574	8,742
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	10,094	10,292
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 8

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

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

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

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.8 Attendance Leadership Committee will track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.	1.8 Attendance Leadership Committee will track and analyze attendance data specific to Foster Youth, Low Income, English Learners and reclassified English Learners and share data during the quarterly Foster Youth Advisory and District English Learner Advisory Council meetings.	1.8 Attendance Leadership Committee will track attendance data specific to Foster Youth, Low Income, English Learners and reclassified English Learners and share data during the quarterly Foster Youth Advisory and District English Learner Advisory Council meetings.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	82,248	54,804	55,900
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	550	550	550
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	5,065	5,165
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	5,963	6,081
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

## Action 9

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

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

Modified Action

2017-18 Actions/Services

1.9 one.STOP Mental Health staff will meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.

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

Modified Action

2018-19 Actions/Services

1.9 one.STOP Mental Health staff will be expanded to meet the needs of Foster Youth, Low Income, English Learners and reclassified English Learner students.

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

Modified Action

2019-20 Actions/Services

1.9 Maintain one.STOP Mental Health staff to meet the needs of Foster Youth, Low Income, English Learners and reclassified English Learner students. Monitor need for additional staff.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	360,762	145,505	146,999
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits

Amount	1,735	1,735	1,735
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	2,400	16,093	16,229
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	16,121	16,282
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 10

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

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

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

Modified Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

1.10 Maintain ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites.

2018-19 Actions/Services

1.10 Maintain ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and reclassified English Learner students transitioning to our traditional school sites.

2019-20 Actions/Services

1.10 Maintain ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and reclassified English Learner students transitioning to our traditional school sites.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	118,368	86,494	70,253
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	1,300	1,572	1,572
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	100,000	117,209	115,723
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	20,261	18,511
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

**Action 11**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

1.11 Campus Security Technicians will assist with site safety at large daily attendance sites to improve site safety.

**2018-19 Actions/Services**

1.11 Campus Security Technicians will be expanded by 1.0 FTE to assist with site safety at daily attendance sites to improve site safety.

**2019-20 Actions/Services**

1.11 Monitor the effectiveness of Campus Security Technicians and adjust the number of positions, as needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	153,340	155,990	159,111
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits

Amount	NA	1,000	1,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	14,365	14,651
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	16,913	17,249
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

## Action 12

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

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

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

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

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.12 Counselor will provide on-going services to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.	1.12 Counselor will provide on-going services to assist Foster Youth, Low Income, English Learners, and reclassified English Learners in meeting their needs in the area of daily attendance.	1.12 Counselor will provide on-going services to assist Foster Youth, Low Income, English Learners, and reclassified English Learners in meeting their needs in the area of daily attendance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	752,919	2,420,450	3,107,858
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	2,500	3,692	3,692
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	2,400	236,826	287,339
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	276,000	335,470
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 2

To improve academic rigor and consistency across student programs.

### State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)  
                          Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)  
                          Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

### Identified Need:

Based on student achievement data from the pre/post English Language Arts/Reading and Math scores, state assessment results, parent/student and teacher survey results, there is a need to increase English Language Arts/English Language Development, Mathematics, Science, Social Sciences, Visual Performing Arts, and PE Proficiency. The State requires that all instructors be fully credentialed teachers and standards-aligned curriculum and instructional materials be provided for all students.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic	Priority 1: Basic	Priority 1: Basic	Priority 1: Basic	Priority 1: Basic

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>A: Teachers appropriately assigned and fully credentialed</p>	<p>A: 2015/16 Teachers fully credentialed: Community Schools 100% Cruikshank Court Schools 100%</p> <p>Baseline data below was updated to fully and accurately address the metric:</p> <p>Community Schools 86% (43 teachers) with full credential and 14% (7 teachers) without Cruikshank Court School 100% (7 teachers) with full credential (Verified by SARC)</p>	<p>A: 100% of teachers will be fully credentialed and appropriately assigned at Community Schools and Cruikshank Court School</p> <p>Actual 2016-17 Community School In the 16/17 school year one hundred percent of teachers were appropriately assigned.</p> <p>47 teachers (90.38%) were fully credentialed and 5 teachers (9.62%) were classified as without a full credential.</p> <p>Actual 2016-17 Court School In the 16/17 school year one hundred percent of teachers were appropriately assigned.</p> <p>Five teachers (71.43%) were fully credentialed and 2 teachers (28.57%) were classified as without a full credential. Verified by SARC</p>	<p>A: 100% of teachers will be fully credentialed and appropriately assigned at Community Schools and Cruikshank Court School</p>	<p>A: 100% of teachers will be fully credentialed and appropriately assigned at Community Schools and Cruikshank Court School</p>
<p>B. Sufficient access to standards-aligned instructional materials</p>	<p>B: 2015/16 Sufficient access to standards-</p>	<p>B: 100% of students will have access to standards-aligned</p>	<p>B: 100% of students will have access to standards-aligned</p>	<p>B: 100% of students will have access to standards-aligned</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	aligned instructional materials Community Schools 100% Cruikshank Court School 100% (verified by SARC)	materials at Community Schools and Cruikshank Court School  Actual 2016-17 and 2017-18 100% of students had access to standards-aligned materials at Community Schools and Cruikshank Court School.	materials at Community Schools and Cruikshank Court School	materials at Community Schools and Cruikshank Court School
C. Facilities are maintained and in good repair as measured by the Facilities Inspection Tool (Community) and Title 15 Regulations (Court)	C: 2015/16 Facilities maintained: Community Schools 100% Cruikshank Court School 100% (verified by SARC)	C: 100% of facilities will be maintained in good repair at Community Schools and Cruikshank Court School  Actual 2016-17 and 2017-18 100% of facilities were maintained in good repair at Community Schools and Cruikshank Court School.	C: 100% of facilities will be maintained in good repair at Community Schools and Cruikshank Court School	C: 100% of facilities will be maintained in good repair at Community Schools and Cruikshank Court School
Priority 2: State Standards	Priority 2: State Standards	Priority 2: State Standards	Priority 2: State Standards	Priority 2: State Standards
A. Implementation of SBE-adopted academic content and performance standards for all students - based on annual audit of instructional materials	A: 2016-17 100% of students had access to SBE-adopted academic content standards; and, 100% of teaching staff participated in an ongoing CCSS	A: Maintain 100% implementation of SBE adopted academic content and performance standards and ongoing professional learning to	A: Maintain 100% implementation of SBE adopted academic content and performance standards and ongoing professional learning to	A: Maintain 100% implementation of SBE adopted academic content and performance standards and ongoing professional learning to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>and annual professional development calendar.</p>	<p>professional learning series.</p>	<p>support CCSS-aligned teaching and learning.</p> <p>Actual 2017-18 100% implementation of SBE adopted academic content and performance standards and ongoing professional learning to support CCSS-aligned teaching and learning.</p>	<p>support CCSS-aligned teaching and learning.</p>	<p>support CCSS-aligned teaching and learning.</p>
<p>B. How programs/services enable English Learners to access the California Standards and ELD standards - verified and monitored by administration during ongoing teacher observation and evaluation schedules.</p>	<p>B: 2016/17 Community Schools and Cruikshank Court School- 100% ELs had access to CCSS and ELD standards to gain content knowledge and English proficiency including a minimum of 30 minutes of designated ELD in addition to daily integrated ELD.</p>	<p>B: Provide programs/services to enable all English Learners to access the California Standards and ELD standards at Community Schools and Cruikshank Court School</p> <p>Actual 2017-18 100% ELs had access to CCSS and ELD standards including integrated and designated ELD instruction to gain content knowledge and English proficiency.</p>	<p>B: Provide programs/services to enable all English Learners to access the California Standards and ELD standards at Community Schools and Cruikshank Court School</p>	<p>B: Provide programs/services to enable all English Learners to access the California Standards and ELD standards at Community Schools and Cruikshank Court School</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement
A. Statewide Assessments - Percentage of students meeting or exceeding level 3 in CAASPP ELA and Math assessments.	A: 2015-16 Percentage of students earning proficient or higher on the CAASPP Assessment in ELA and Math: Court: 0% Math and 0% ELA Community: 0% Math and 4% ELA	A: Increase the percentage of students meeting or exceeding level 3 in ELA and Math on the CAASPP.  Actual 2016-17 Court: ELA 4.4% and Math 0% Community: ELA 6.8% and Math 1.2% Verified by Dataquest	A: Increase the percentage of students meeting or exceeding level 3 in ELA and Math on the CAASPP.	A: Increase the percentage of students meeting or exceeding level 3 in ELA and Math on the CAASPP.
B. API	B: API has been suspended indefinitely	B: API has been suspended indefinitely	B: API has been suspended indefinitely	B: API has been suspended indefinitely
C. A-G Completion F. Percentage of pupils who pass an AP exam (3+) G. Percentage of pupils who participate in and demonstrate college preparedness on assessment (SBAC)	C,F,G: Due to the nature of court and community schools, data related to a-g courses, AP courses, AP enrollment CTE completion and EAP participation/pass rate is not applicable. In 16/17 all students had access to a-g and AP coursework via our Edmentum products.  The baseline data below was updated to fully and accurately address the metric.	C,F,G All students will have access to a-g and AP coursework via our Edmentum products.  Actual 2016-17 C. A-G Completion - 0% F. Percentage of pupils who pass an AP exam (3+) - 0% G. Percentage of pupils who participate in and demonstrate college preparedness on assessment (SBAC) 0% In 16-17 all students had access to A-G and AP	C, F, G: Increase the percentage of students completing A-g requirements, passing an AP exam, or demonstrating college preparedness.	C., F, G: Increase the percentage of students completing A-g requirements, passing an AP exam, or demonstrating college preparedness. In 18-19 all students had access to A-G and AP coursework via our Edmentum products.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>C. A-G Completion - 0%</p> <p>F. Percentage of pupils who pass an AP exam (3+) - 0%</p> <p>G. Percentage of pupils who participate in and demonstrate college preparedness on assessment (SBAC) 0%</p> <p>In 15-16 all students had access to A-G and AP coursework via our Edmentum products.</p>	<p>coursework via our Edmentum products.</p>		
<p>D. EL progress toward English proficiency (CELDT/ELPAC)</p>	<p>D. 2015-16 count/% of students increasing toward proficiency on CELDT;</p> <p>Cruikshank Court School-24 tested, 2 proficient</p> <p>Community School - 154 tested, 20 proficient.</p> <p>Verified by CELDT data file</p> <p>Baseline data below was updated to fully and accurately address the metric:</p> <p>D: 2015-16 count/percent of students meeting CELDT criterion.</p>	<p>D: Increase the count/percentage of students increasing toward English proficiency on the CELDT/ELPAC at Community Schools and Cruikshank Court School</p> <p>Actual 2016-17</p> <p>There were a total of 11 students that completed the CELDT test at Cruikshank Court School. Of the 11 students tested, 2 met the CELDT criterion (18%).</p> <p>There were a total of 116 students that</p>	<p>D: Increase the count/percentage of students increasing toward English proficiency on the CELDT/ELPAC at Community Schools and Cruikshank Court School</p>	<p>D: Increase the count/percentage of students increasing toward English proficiency on the CELDT/ELPAC at Community Schools and Cruikshank Court School</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Cruikshank Court School- 24 tested, 9 met criterion (38%) Community School- 154 tested, 66 met criterion (43%) (verified by Dataquest)</p>	<p>completed the CELDT test at the Community school program. Of the 116 students, 48 met the CELDT criterion (41%). Data is verified by Dataquest</p>		
<p>E. EL reclassification count/rate</p>	<p>E: 2015/16 EL reclassification count: Community Schools - 15 Court - 1 Based on CalPADS</p> <p>Baseline data below was updated to full address to fully and accurately address the metric:</p> <p>Community Schools- 12 (5.75%) Cruikshank Court School- 0 (0%) (verified by Dataquest)</p>	<p>E: Increase the count/rate of EL students reclassified at Community Schools and Cruikshank Court School</p> <p>Actual 2016-17 EL reclassification count: Community Schools- 15 (7.5%) Cruikshank Court School- 1 (3.7%) (verified by Dataquest)</p>	<p>E: Increase the count/rate of EL students reclassified at Community Schools and Cruikshank Court School</p>	<p>E: Increase the count/rate of EL students reclassified at Community Schools and Cruikshank Court School</p>
<p>Priority 7: Course Access</p>	<p>Priority 7: Course Access</p>	<p>Priority 7: Course Access</p>	<p>Priority 7: Course Access</p>	<p>Priority 7: Course Access</p>
<p>A. An an annual review of the Course of Study and master schedules is conducted to ensure student access to a broad course of study.</p>	<p>A,B,C: In 16-17,100% of students in community schools and Cruikshank had access to and enrolled in a broad course of study as described in Education</p>	<p>A,B,C: Continue to provide access to a broad course of study and programs and services to all students, including unduplicated students and students</p>	<p>A,B,C: Review the course of study and master schedule to ensure access to a broad course of study and programs and services to all students,</p>	<p>A,B,C: Review the course of study and master schedule to ensure access to a broad course of study and programs and services to all students,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>B. Programs/Services developed and provided to unduplicated pupils are monitored annually.</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs are monitored annually.</p>	<p>code 51210 and 51220 and verified by class/master schedules. A broad course of study was provided to all students including:</p> <ul style="list-style-type: none"> <li>• ELD daily for English Learners</li> <li>• Foster Youth received reading and math intervention when needed, as determined by assessment data.</li> <li>• Low Income students received reading and math intervention when needed, as determined by assessment data</li> </ul> <p>* Students with exceptional needs received services based on their IEP.</p>	<p>with exceptional needs, at both community and court schools.</p> <p>Actual 2017-18: A,B,C: In 2017-18 one hundred percent of students had access to and were enrolled in a broad course of study, programs, and services continued to be provided to all students, including unduplicated pupils and those with exceptional needs, in both the community school and Cruikshank court school programs. Designated and integrated ELD instruction was provided for English learners daily. Foster youth and low income students were provided targeted instructional support in reading and math based on Accucess math and ELA results. Students with exceptional needs were provided necessary services based on their IEPs. An annual review of the course of study is completed in the spring of each school year.</p>	<p>including unduplicated students and students with exceptional needs, at both community and court schools.</p>	<p>including unduplicated students and students with exceptional needs, at both community and court schools.</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Course offerings are verified in the course catalog.		
Priority 8: Other Pupil Outcomes	Priority 8: Other Pupil Outcomes	Priority 8: Other Pupil Outcomes	Priority 8: Other Pupil Outcomes	Priority 8: Other Pupil Outcomes
SJCOE utilizes a custom made program-wide writing assessment in the fall and spring and results are kept in the Illuminate database.	Continuously enrolled students improved .5 on the program-wide writing assessment from pre (fall) to post (spring) test.	<p>Continuously enrolled students will continue to improve on the program-wide writing assessment from pre (fall) to post (spring) test.</p> <p>Actual 2016-17 Of the students that took the end of semester 1 and end of semester 2 PWA, 70% increased their score by 0.5 points or more.</p> <p>Data is verified by Illuminate</p>	Continuously enrolled students will continue to improve on the program-wide writing assessment from pre (fall) to post (spring) test.	Continuously enrolled students will continue to improve on the program-wide writing assessment from pre (fall) to post (spring) test.
Priority 9: Coordination of expelled youth instruction	Priority 9: Coordination of expelled youth instruction	Priority 9: Coordination of expelled youth instruction	Priority 9: Coordination of expelled youth instruction	Priority 9: Coordination of expelled youth instruction
The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, leads the development and	Ongoing monitoring of the Countywide Plan for Expelled Youth to make sure supports and services are delivered.	<p>Continue to monitor, revise and implement the Countywide Plan for Expelled Youth as required by Education code 48926.</p> <p>Actual 2017-18</p>	Continue to monitor, revise and implement the Countywide Plan for Expelled Youth as required by Education code 48926.	Continue to monitor, revise and implement the Countywide Plan for Expelled Youth as required by Education code 48926.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>implementation of the Countywide Plan for Expelled Youth as required by Education code 48926. The County-wide plan is monitored throughout the year to ensure full compliance.</p>		<p>The Countywide Plan for Expelled Youth was monitored, revised, and approved by the San Joaquin County Office of Education Board as required by Education code 48926.</p>		
<p>Priority 10: Coordination of services for foster youth</p>	<p>Priority 10: Coordination of services for foster youth</p>	<p>Priority 10: Coordination of services for foster youth</p>	<p>Priority 10: Coordination of services for foster youth</p>	<p>Priority 10: Coordination of services for foster youth</p>
<p>A. Foster youth will be immediately enrolled and placed in appropriate courses per state and local statute as monitored by administration utilizing the PROMIS student information system.</p> <p>B. Monitor the the percentage of foster youth receiving Independent Living Services utilizing the PROMIS student information system.</p> <p>C. Respond to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and</p>	<p>A. One hundred percent of foster youth referred to COSP (267 in 2016-17) were immediately enrolled and placed in appropriate courses based on their individual needs.</p> <p>B. The percentage of foster youth receiving Independent Living Services in 2016-17 was <math>110/267 = 41\%</math></p>	<p>A. Continue to enroll and immediately place every foster youth student referred to COSP based on their individual needs.</p> <p>B. Increase the percentage of foster youth receiving Independent Living services by 5% over previous year.</p> <p>2017-18 Actual One hundred percent of foster youth students referred to COSP in 2017-18 were immediately enrolled and placed in appropriate courses in court and community schools based on their</p>	<p>A. Continue to enroll and immediately place every foster youth student referred to COSP based on their individual needs.</p> <p>B. Increase the percentage of foster youth receiving Independent Living services by 5% over previous year.</p> <p>C. Continue to respond to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services.</p>	<p>A. Continue to enroll and immediately place every foster youth student referred to COSP based on their individual needs.</p> <p>B. Increase the percentage of foster youth receiving Independent Living services by 5% over previous year.</p> <p>C. Continue to respond to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>coordination of necessary educational services.</p> <p>D. Establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.</p>		<p>individual needs (130 students in Community and 143 in Court).</p> <p>All 16-18 year old Foster Youth were provided the opportunity to participate in the Independent Living Program run in collaboration with Delta Community College and the San Joaquin Human Services Agency. The percentage of students who received Independent Living Services went down from 110/267 (41%) in 2016-17 to 70/273 (26%) in 2017-18.</p> <p>In addition, the Foster Youth Services Advisory Council conducts quarterly meetings with local school districts, County Probation, Child Welfare, higher education, faith based organizations, and the juvenile bench.</p> <p>In compliance with EC 42921(d), all foster youth receive the following services: prompt foster youth</p>	<p>D. Continue to establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.</p>	<p>D. Continue to establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		evaluation; referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services; facilitation of timely individualized education programs and all Special Education services; efficient and expeditious transfer of health and education records and the health and education passport, as measured by Foster Focus.		

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Modified Action

Unchanged Action

**2017-18 Actions/Services**

2.1 Provide professional development opportunities for county operated schools staff.

**2018-19 Actions/Services**

2.1 Provide professional development opportunities for county operated schools staff with a focus on curriculum, instructional practices, Positive Behavioral Supports and Interventions, Restorative Practices, and Trauma Informed Care.

**2019-20 Actions/Services**

2.1 Provide professional development opportunities for county operated schools staff with a focus on curriculum, instructional practices, Positive Behavioral Supports and Interventions, Restorative Practices, and Trauma Informed Care.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	35,625	64,416	64,416
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	2,500	2,500	2,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	7,500	14,309	14,309
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	NA	8,017	8,017
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

2.2 Monitor the implementation of English Learner programs at all school sites.

### 2018-19 Actions/Services

2.2 Monitor the implementation of English Learner programs at all school sites and provide side-by-side instructional coaching at high impact sites to improve outcomes for English learners.

### 2019-20 Actions/Services

2.2 Monitor the implementation of English Learner programs at all school sites and provide side-by-side instructional coaching at high impact sites to improve outcomes for English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	57,189	42,887	43,744
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	2,415	2,415	2,415
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	7,500	12,332	12,410
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	5,688	5,781
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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**Actions/Services**

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

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

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

Modified Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.3 Provide professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.	2.3 Provide professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.	2.3 Provide professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	333,810	215,859	220,175
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	3,500	3,500	3,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	20,072	20,467
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures



Amount	NA	23,632	24,097
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

#### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

2.4 Provide professional development regarding knowledge of extracting multiple forms of data from program assessment tools as determined by program staff.

#### 2018-19 Actions/Services

2.4 Provide professional development regarding knowledge of extracting multiple forms of data from program assessment tools as determined by program staff.

#### 2019-20 Actions/Services

2.4 Provide professional development regarding knowledge of extracting multiple forms of data from program assessment tools as determined by program staff.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	202,318	137,260	139,828
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	1,000	1,000	1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	12,651	12,886
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	14,895	15,172
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

**Action 5**

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 [Add Students to be Served selection here]

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 [Add Location(s) selection here]

**OR**

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

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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**Actions/Services**

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

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

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

Modified Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.5 Maintain tutoring and review outcomes of current tutoring program.	2.5 Identify and target students with greatest need for tutoring support and ensure appropriate services are provided.	2.5 Identify and target students with greatest need for tutoring support and ensure appropriate services are provided.
--	--	--

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	23,075	19,334	19,719
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	2,550	2,500	2,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	4,300	6,691	6,727
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	NA	2,391	2,857
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 6

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.6 Review usage and efficacy data for reading and mathematics intervention programs.

2018-19 Actions/Services

2.6 Review usage and efficacy data for reading and mathematics intervention programs.

2019-20 Actions/Services

2.6 Review usage and efficacy data for reading and mathematics intervention programs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	119,986	76,231	77,756
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	15,350	15,350	15,350
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	11,900	21,369	21,608
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	11,148	11,312
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 7

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.7 Provide English Language Learner curriculum support.

2018-19 Actions/Services

2.7 Provide English Language Learner curriculum support.

2019-20 Actions/Services

2.7 Provide English Language Learner curriculum support.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,877	17,479	17,829
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	2,900	3,205	3,205
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	13,575	13,575	16,742
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	3,381	3,728
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

## Action 8

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.8 Monitor the appropriate placement of instructional staff.

2018-19 Actions/Services

2.8 Monitor the appropriate placement of instructional staff.

2019-20 Actions/Services

2.8 Monitor the appropriate placement of instructional staff.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	24,083	31,868	32,504
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits

Amount	1,200	1,795	1,795
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	5,650	3,597	9,315
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	3,678	4,305
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 9

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

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

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



Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.9 Provide standards based instructional materials and curriculum.	2.9 Provide standards based instructional materials and curriculum, including the selection, purchase, and implementation of new History Social Science curriculum.	2.9 Provide standards based instructional materials and curriculum, including the selection, purchase, and implementation of Next Generation Science Standards (NGSS) curriculum.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	48,724	220,913	221,450
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	27,900	27,900	27,900
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	55,100	82,909	82,958
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	32,741	32,799
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

**Action 10**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

New Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

2.10 Core services provided to support student education in a safe learning environment.

## 2018-19 Actions/Services

2.10 Core services provided to support student education in a safe learning environment.

## 2019-20 Actions/Services

2.10 Core services provided to support student education in a safe learning environment.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	7,483,058	5,673,469	5,857,399
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits

Amount	224,568	300,194	359,848
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	651,388	1,319,536	1,280,036
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	7,543	735,833	765,055
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 11

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

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

New Action

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

Modified Action

2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

2.11 Develop an EL Summer Institute for long term English learners to accelerate their English language acquisition and implement in June 2019.

2019-20 Actions/Services

2.11 Evaluate, refine, and continue to offer EL Summer Institute for long term English learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	5,717	5,832
Source		LCFF	LCFF
Budget Reference		1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	NA	5,000	5,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures
Amount	NA	40,000	40,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**Action 12**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
----------

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
-------------

**Actions/Services**

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

--

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

New Action
------------

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

Modified Action
-----------------

**2017-18 Actions/Services**

This action was not included in the 2017-18 LCAP
--

**2018-19 Actions/Services**

2.12 Develop a career technical education (CTE) plan and hire instructors to ensure broader access to meaningful CTE course offerings and pathways.
---

**2019-20 Actions/Services**

2.12 Implement CTE plan to ensure broader access to meaningful CTE course offerings and pathways.
---

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	281,235	286,860
Source		LCFF	LCFF
Budget Reference		1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	NA	20,000	10,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	NA	10,000	5,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### Action 13

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

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

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

New Action

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

Unchanged Action

2017-18 Actions/Services

This action was not included in 2017-18.

2018-19 Actions/Services

2.13 Therapeutic Learning Environments Coordinator will support program-wide implementation of PBIS, Restorative Practices, and Trauma Informed Care.

2019-20 Actions/Services

2.13 Therapeutic Learning Environments Coordinator will support program-wide implementation of PBIS, Restorative Practices, and Trauma Informed Care.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	140,913	143,731
Source		LCFF	LCFF
Budget Reference		1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	NA	7,000	7,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	1,500	1,500
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 3

To improve our capacity for building and growing relationships between our program, students, parents and the community.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Identified Need:

Based on analysis of student and parent survey, suspension data, attendance data, number of graduates, parent participation data there is a need to improve all areas of growth for students through establishing and growing relationships between our program, students, parents and the community. The student information system, parent, staff, and stakeholder feedback will track progress.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parental Involvement	Priority 3: Parental Involvement	Priority 3: Parental Involvement	Priority 3: Parental Involvement	Priority 3: Parental Involvement
A. Efforts by district to seek parent/guardian/caregiver input in decision making will be measured by attendance at parent conferences.	A: Parents took part in a total of 1,493 separate parent conferences during the 2016-17 school year in court and community schools.	A. Increase the Parent/guardian/caregiver participation/attendance in parent conferences.  Actuals 2017-18 Parents took part in a total of 3,327 separate	A. Increase the Parent/guardian/caregiver participation/attendance in parent conferences.	A. Increase the Parent/guardian/caregiver participation/attendance in parent conferences.



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		parent conferences in court and community schools.		
<p>B. SJCOE will continue to promote parental participation in programs for unduplicated pupils by ensuring necessary parent guardian ratios are maintained on School Site Councils and District English Learner Advisory committees.</p>	<p>B: Outreach efforts were made and an average of 14.5 parents actively participated in School Site Council and DELAC.</p>	<p>B. Increase outreach and parent participation.</p> <p>Actuals 2017-18 Parent participation on School Site Council and the District English Learner Advisory Committee meets required membership ratios. There were a total of four SSC and DELAC meetings conducted. Average parent participation was 7 parents. Notices of meetings were posted within appropriate timelines and invitations were sent via telephone calls to all parents and caregivers.</p>	<p>B. Increase outreach and parent participation.</p>	<p>B: Increase outreach and parent participation.</p>
<p>C. SJCOE will promote and monitor parental participation in programs for individuals with exceptional needs.</p>	<p>C: 100% of parents, guardians, and education rights holders were notified and encouraged to participate in IEPs. Conference calls were</p>	<p>C: Maintain notification, participation, and electronic support for parents, guardians, and education rights holders.</p> <p>Actual 2017-18</p>	<p>C: Maintain notification, participation, and electronic support for parents, guardians, and education rights holders.</p>	<p>C: Maintain notification, participation, and electronic support for parents, guardians, and education rights holders.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	provided for parents upon request.	100% of parents, guardians, and education rights holders are invited to IEPs and 504 meetings. Conference calls were provided upon request from parents, guardians, and education rights holders. Data related to students with IEPs is maintained in the Special Education Information System (SEIS).		

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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**Actions/Services**

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

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

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

Modified Action	Unchanged Action	Unchanged Action
-----------------	------------------	------------------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.1 Build and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.	3.1 Build and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.	3.1 Build and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	66,310	63,370	59,346
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	4,150	4,800	4,800
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	229,000	115,388	115,020
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	NA	8,247	17,684
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.2 Use information from expelled student referrals to schedule appropriate mental health supports and/or interventions to be integrated into the school day.

2018-19 Actions/Services

3.2 Use information from expelled student referrals to schedule appropriate mental health supports and/or interventions to be integrated into the school day.

2019-20 Actions/Services

3.2 Use information from expelled student referrals to schedule appropriate mental health supports and/or interventions to be integrated into the school day.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	92,691	125,297	127,806
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	1,000	1,000	1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	11,557	11,786
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	13,606	13,876
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.3 Student leadership group creates and facilitates quests and concept of one. activities.

2018-19 Actions/Services

3.3 Student leadership group creates and facilitates quests and concept of one. activities.

2019-20 Actions/Services

3.3 Student leadership group creates and facilitates quests and concept of one. activities.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	114,450	56,237	57,363
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	43,000	43,000	43,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	9,081	9,184
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	10,691	10,812
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

## Action 4

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

3.4 Host Parent Cafes with Child Abuse Prevention Council.

### 2018-19 Actions/Services

3.4 Conduct ongoing collaboration with CAPC to ensure mental health counseling for students, as needed.

### 2019-20 Actions/Services

3.4 Conduct ongoing collaboration with CAPC to ensure mental health counseling for students, as needed.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	105,941	32,914	22,241
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits

Amount	400	400	400
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	3,048	2,072
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	3,589	2,439
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

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

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



Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.5 Survey community partners of service for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.	3.5 Survey community partners of service for input regarding improvement of services for Foster Youth, Low Income, English Learners and reclassified English learner students.	3.5 Survey community partners of service for input regarding improvement of services for Foster Youth, Low Income, English Learners and reclassified English learner students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	30,011	26,007	26,528
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	500	500	500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	2,425	34,225
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	2,856	6,046
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

3.6 Provide quest opportunities for Foster Youth students otherwise restricted by enrollment date or residential placement from participating in program-wide quests.

**2018-19 Actions/Services**

3.6 Provide quest opportunities for Foster Youth students otherwise restricted by enrollment date or residential placement from participating in program-wide quests.

**2019-20 Actions/Services**

3.6 Provide quest opportunities for Foster Youth students otherwise restricted by enrollment date or residential placement from participating in program-wide quests.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	31,646	21,815	30,752
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	1,000	1,000	1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	NA	2,088	2,905
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	2,458	3,421
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 7

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

3.7 Integrate Concept of one. activities into program curriculum to build student capacity for maintaining relationships with others in the community.

3.7 Integrate Concept of one. activities into program curriculum to build student capacity for maintaining relationships with others in the community.

3.7 Integrate Concept of one. activities into program curriculum to build student capacity for maintaining relationships with others in the community.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	60,042	35,286	35,701
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	4,160	4,915	3,717
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	3,679	4,915
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	4,331	4,376
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

**Action 8**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.8 Increase participation in School Site Council and DELAC with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.

2018-19 Actions/Services

3.8 Increase participation in School Site Council and DELAC with emphasis on having representation for Foster Youth, Low Income, English Learners and reclassified English learner students.

2019-20 Actions/Services

3.8 Increase participation in School Site Council and DELAC with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	97,016	27,212	27,757
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	1,000	1,300	1,300
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	500	3,155	3,159
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	3,126	3,180
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 9

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

3.9 Invite community agencies/support providers to School Site Council meetings.

3.9 Invite community agencies/support providers to School Site Council meetings

3.9 Invite community agencies/support providers to School Site Council meetings

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	4,573	13,726	14,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	400	400	100
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	10,000	1,293	1,290
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	1,522	1,519
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

**Action 10**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

3.10 Provide Independent Learning Programs to meet the unique needs of Foster Youth and Homeless students.

**2018-19 Actions/Services**

3.10 Provide Independent Learning Programs to meet the unique needs of Foster Youth and Homeless students.

**2019-20 Actions/Services**

3.10 Provide Independent Learning Programs to meet the unique needs of Foster Youth and Homeless students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	99,852	23,505	22,996
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	25,000	25,000	25,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	960	5,486	5,440
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures



Amount	NA	5,329	5,274
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

### Action 11

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

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

Modified Action

2017-18 Actions/Services

3.11 Collaborate with neighboring counties to raise awareness of Foster Youth and Homeless students.

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

Unchanged Action

2018-19 Actions/Services

3.11 Collaborate with neighboring counties to raise awareness of Foster Youth and Homeless students.

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

Unchanged Action

2019-20 Actions/Services

3.11 Collaborate with neighboring counties to raise awareness of Foster Youth and Homeless students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	62,035	21,311	21,737
Source	LCFF	LCFF	LCFF
Budget Reference	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	3,200	3,200	3,200
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	1,500	1,500	3,919
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	2,567	2,848
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

## Action 12

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.12 All school sites will host a Back to School Night and Open House.

3.12 All school sites will host a Back to School Night or Open House.

3.12 All school sites will host a Back to School Night or Open House.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	3,500	3,500	3,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	320	320
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	377	377
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

**Action 13**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

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

New Action

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

Unchanged Action

2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

3.13 Family Engagement Specialist will provide support for parents, guardians, and foster parents to increase participation in school-related activities.

2019-20 Actions/Services

3.13 Family Engagement Specialist will provide support for parents, guardians, and foster parents to increase participation in school-related activities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	108,428	110,597
Source		LCFF	LCFF
Budget Reference		1000-3000: Salaries & Benefits	1000-3000: Salaries & Benefits
Amount	NA	5,000	5,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	NA	5,000	5,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$5,694,938

Percentage to Increase or Improve Services

21.58%

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

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

In addition to the basic services that SJCOE provides to all students, without regard to their status as English Learners, Low income or Foster Youth, SJCOE provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services by at least 21.58%—relative to services provided to all students—in proportion to the supplemental and concentration grant funds provided by the LCFF. These services are marked above as contributing to increased or improved services.

It is important to recognize that 87% of SJCOE pupils are unduplicated pupils. Although there is not yet a state dashboard to show how well our students are doing across multiple measures, our local data and our needs assessment show that unduplicated pupils struggle in the following areas: attendance, meeting or exceeding standard in English Language Arts and Math as measured by the CAASPP, and attainment of reclassification status as fully English proficient.

Although the programs identified above as contributing to increase or improved services are principally directed towards the needs of these pupils, the remaining 13% of students have similar needs and our goals for their success are the same. Therefore, those services marked above as contributing to increase or improved services and also marked as available for all students are being provided to all students in the county program (countywide).

The following are the services and supports provided countywide that are principally directed towards unduplicated pupils' needs and the reasons the services and supports are effective in meeting those needs:

Goal 1 All actions and services with the exception of 1.3 are directed toward our unduplicated student population because they are highly transient and in need of multiple interventions to support their academic and social-emotional growth. Most of our students come to us with pre-existing attendance issues from their previous schools of enrollment. In addition, our students are experiencing

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

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

increased mental health needs, diagnosed and undiagnosed. School referrals to community resources continues to increase. Greater levels of articulation with our community partners are included in these actions to focus the efforts of multiple agencies on behalf of our students.

Goal 2 All actions and services with the exception of 2.1, 2.4, 2.6, and 2.12 are directed toward our unduplicated student population to ensure necessary academic supports are in place to meet their multi-faceted needs. English learners make up approximately 20% of our student population. Goal 2 includes actions and services designed to move our English learners toward reclassification as fully English proficient. We also recognize the need for ongoing and targeted professional learning to ensure our teachers, support staff, and administrators have the necessary skills to provide the highest level of support for our students. Identifying relevant, accessible, and standards-based curriculum and instructional materials for all students remains a priority. Identifying students with the greatest need for tutoring support to accelerate their learning is also an area of focus.

Goal 3 All actions and services with the exception of 3.2, 3.3, 3.4, and 3.12 are directed toward our unduplicated student population to reflect the need to continue to improve our capacity for building relationships between our program, students, parents, and the community. Our experience shows that an increase in student and family engagement with the educational community leads to increased attendance, higher graduation rates, and higher rates of reclassification of English learners. Collaboration with our partner agencies and other county offices of education continues to be a major priority for County Operated Schools and Programs. This includes cross-over professional learning to ensure philosophies and practices in support of our students are aligned with other agencies. We've added an action item to hire a Parent Engagement Specialist to lead our efforts to increase parent involvement and honor their invaluable perspectives. We also continue to seek ways to strengthen participation in our school site council and and District English Language Advisory Council.

## **Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$5,383,792

21.25%

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

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

San Joaquin County Office of Education's (SJCOE) Court and Community Schools Program is an alternative education program designed to meet the needs of the highest risk youth enrolled in San Joaquin County Schools.

Due to the unique needs of the enrolled youth countywide, services will be increased/improved for these students through an Intervention Administrator, Intervention Counselor and Intervention Support Staff with the focus of improving attendance by decreasing truancy. Services to students will also be increased by providing campus student monitors to improve safety and meeting individual students and staff needs, monitoring credentials and appropriate placement of teachers, connecting targeted students with community resources, expanding agencies participating in truancy task force meetings, truancy sweeps and attendance intervention efforts, by increasing rigor and academic success along with building relationships with our students and their families and expanding one. STOP mental health services.

Supplemental/Concentration funds are used in an LEA-wide manner to provide the following actions/services (except action/service 2.2 which is only provided for English learners) which also meet the increased/improved services requirement:

GOAL 1 - These actions/services are principally directed and effective in meeting Goal 1 because our unduplicated student population is highly transient, often time not having attended school in months or even years. Therefore attending school is a key part of the rehabilitation process with the overall goal of returning to their home district or earning their diploma/GED.

1.1 Evaluate: targeted students with community resources, previous interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.

1.2 Maintain the number of agencies participating in truancy task force meetings and truancy sweeps. Ensure translators are present for home visits.

1.4 Maintain one.STOP Mental Health Clinicians by one who will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.



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

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

- 1.5 Maintain on-going daily truancy intervention site services for transitioning students throughout the program.
- 1.6 Maintain an intervention services clerk and hire an additional classified staff to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.
- 1.7 Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.
- 1.8 Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.
- 1.9 Maintain the one.STOP mental health clinician staff to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.
- 1.10 Maintain ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Review sites.
- 1.11 Hire an additional Campus Security Technician to join the five current Techs for large daily attendance sites to improve site safety.
- 1.12 Maintain counselor and provide on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.

GOAL 2 - These actions/services are principally directed and effective in meeting Goal 2 because our unduplicated students inherently require differentiated instruction to be successful in accessing rigorous curriculum. Because unduplicated students are enrolled throughout all sites, all teachers and administrators should be trained to effectively serve the individual needs of each student.

- 2.2 Work with school sites on monitoring the implementation of English Learner programs.
- 2.3 Continue professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.
- 2.5 Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.
- 2.7 Continue English Language Learner curriculum support to best meet the needs of EL and redesignated EL students.
- 2.8 Continue to monitor the appropriate placement of instructional staff.
- 2.9 Review and maintain standards based instructional materials and curriculum.
- 2.10 Core services provided to support student education in a safe learning environment.

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

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

GOAL 3 - These actions/services are principally directed and effective in meeting Goal 3 because our unduplicated students typically have an unstable home life or are incarcerated. Partnering with community resources and involving parents provides additional support to create better learning environments enhancing the potential for student success.

3.1 Examine data regarding student mental health needs to build upon and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.

3.5 Review community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.

3.6 Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.

3.7 Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.

3.8 Continue parent/guardian/caregiver and student participation in School Site Council and DELAC. Continue to increase participation with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.

3.9 Continue to invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach.

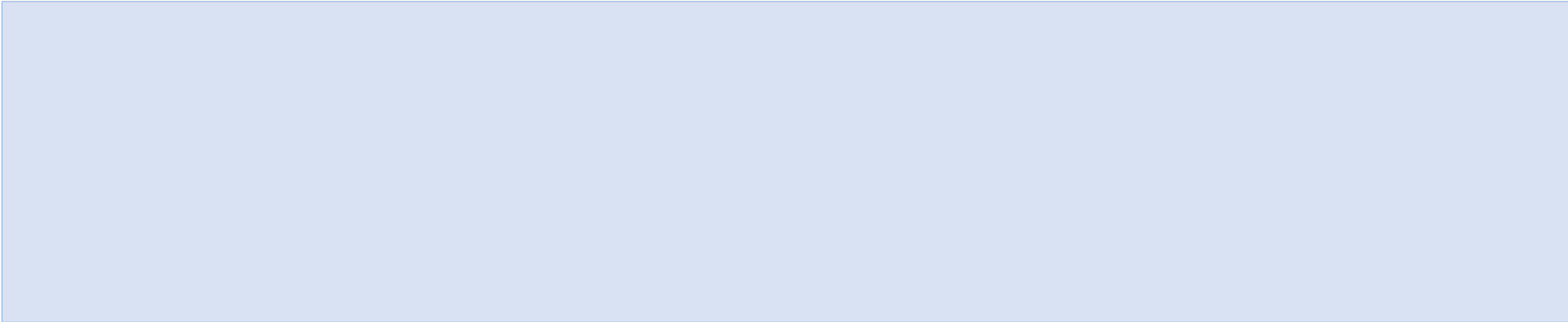
3.10 Maintain Independent Learning Programs to meet the unique needs of Foster Youth and Homeless students.

3.11 Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.

Supplemental/Concentration funds are targeted to provide increased/improved services for unduplicated pupils (low income, English learners and foster youth), however since SJCOE's student population is made up of over 75% unduplicated students, it would be inequitable to not provide these services LEA-wide. The above actions/services are principally directed toward and are effective in meeting SJCOE's goals for its unduplicated pupils in the ten state priority areas. Because of the unique student population, SJCOE remains committed to serving all students in need because they all can and should benefit from the additional services being provided. However, unduplicated students mostly benefit from these action/services because of their innate barriers to achieve academic success as a result of their significant mental health needs and the traumatic, violent environments from which they come.

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

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



# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### **Goal**

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student



Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

# Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

## Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

## Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?



- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?  
Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	14,683,887.00	15,120,968.00	14,683,887.00	16,235,596.00	17,446,107.00	48,365,590.00
LCFF	14,683,887.00	15,120,968.00	14,683,887.00	16,235,596.00	17,446,107.00	48,365,590.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	14,683,887.00	15,120,968.00	14,683,887.00	16,235,596.00	17,446,107.00	48,365,590.00
1000-3000: Salaries & Benefits	12,544,207.00	10,783,394.00	12,544,207.00	11,567,178.00	12,568,288.00	36,679,673.00
4000-4999: Books And Supplies	388,594.00	473,993.00	388,594.00	507,287.00	550,443.00	1,446,324.00
5000-5999: Services And Other Operating Expenditures	1,743,543.00	2,551,940.00	1,743,543.00	2,738,569.00	2,802,496.00	7,284,608.00
7000-7439: Other Outgo	7,543.00	1,311,641.00	7,543.00	1,422,562.00	1,524,880.00	2,954,985.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	14,683,887.00	15,120,968.00	14,683,887.00	16,235,596.00	17,446,107.00	48,365,590.00
1000-3000: Salaries & Benefits	LCFF	12,544,207.00	10,783,394.00	12,544,207.00	11,567,178.00	12,568,288.00	36,679,673.00
4000-4999: Books And Supplies	LCFF	388,594.00	473,993.00	388,594.00	507,287.00	550,443.00	1,446,324.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,743,543.00	2,551,940.00	1,743,543.00	2,738,569.00	2,802,496.00	7,284,608.00
7000-7439: Other Outgo	LCFF	7,543.00	1,311,641.00	7,543.00	1,422,562.00	1,524,880.00	2,954,985.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	4,187,966.00	3,744,719.00	4,187,966.00	5,643,869.00	6,555,342.00	16,387,177.00
<b>Goal 2</b>	9,402,084.00	10,555,761.00	9,402,084.00	9,719,885.00	9,970,337.00	29,092,306.00
<b>Goal 3</b>	1,093,837.00	820,488.00	1,093,837.00	871,842.00	920,428.00	2,886,107.00
<b>Goal 4</b>			0.00	0.00	0.00	0.00
<b>Goal 5</b>			0.00	0.00	0.00	0.00
<b>Goal 6</b>			0.00	0.00	0.00	0.00
<b>Goal 7</b>			0.00	0.00	0.00	0.00
<b>Goal 8</b>			0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.