

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

**Subchapter 1. Local Control Funding Formula Spending Regulations for
Supplemental and Concentration Grants and Local Control and Accountability
Plan Template**

**Article 1. Local Control and Accountability Plan and Spending Requirements for
Supplemental and Concentration Grants**

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

1 (b) “English learner parent advisory committee,” as used in Education Code sections
2 52063 and 52069 for those school districts or schools and programs operated by county
3 superintendents of schools whose enrollment includes at least 15 percent English
4 learners and at least 50 pupils who are English learners, shall be composed of a
5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in
6 Education Code section 42238.01(c) applies. A governing board of a school district or a
7 county superintendent of schools shall not be required to establish a new English
8 learner parent advisory committee if a previously established committee meets these
9 requirements.

10 (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA
11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
12 conformance with the LCAP and annual update template found in section 15497.5.

13 (d) “Local educational agency (LEA)” means a school district, county office of
14 education, or charter school.

15 (e) “Parents” means the natural or adoptive parents, legal guardians, or other
16 persons holding the right to make educational decisions for the pupil pursuant to
17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
18 56055, including foster parents who hold rights to make educational decisions.

19 (f) “Parent advisory committee,” as used in Education Code sections 52063 and
20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of
21 pupils and include parents of pupils to whom one or more of the definitions in Education
22 Code section 42238.01 apply. A governing board of a school district or a county
23 superintendent of schools shall not be required to establish a new parent advisory
24 committee if a previously established committee meets these requirements, including
25 any committee established to meet the requirements of the federal No Child Left Behind
26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
27 Title I of that act.

28 (g) “Prior year” means one fiscal year immediately preceding the fiscal year for
29 which an LCAP is approved.

30 (h) “Services” as used in Education Code section 42238.07 may include, but are not
31 limited to, services associated with the delivery of instruction, administration, facilities,
32 pupil support services, technology, and other general infrastructure necessary to

1 operate and deliver educational instruction and related services.

2 (i) “State priority areas” means the priorities identified in Education Code sections
3 52060 and 52066. For charter schools, “state priority areas” means the priorities
4 identified in Education Code section 52060 that apply for the grade levels served or the
5 nature of the program operated by the charter school.

6 (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant
7 to Education Code section 52052.

8 (k) “to improve services” means to grow services in quality.

9 (l) “to increase services” means to grow services in quantity.

10 (m) “unduplicated pupil” means any of those pupils to whom one or more of the
11 definitions included in Education Code section 42238.01 apply, including pupils eligible
12 for free or reduced price meals, foster youth, and English learners.

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
16 6312.

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18 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
19 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
20 **Supplemental and Concentration Grants.**

21 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding
22 apportioned on the basis of the number and concentration of unduplicated pupils,
23 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to
24 support such pupils. This funding shall be used to increase or improve services for
25 unduplicated pupils as compared to the services provided to all pupils in proportion to
26 the increase in funds apportioned on the basis of the number and concentration of
27 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
28 shall include in its LCAP an explanation of how expenditures of such funding meet the
29 LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall
30 determine the percentage by which services for unduplicated pupils must be increased
31 or improved above services provided to all pupils in the fiscal year as follows:

32 (1) Estimate the amount of the LCFF target attributed to the supplemental and

1 concentration grants for the LEA calculated pursuant to Education Code sections
2 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

3 (2) Estimate the amount of LCFF funds expended by the LEA on services for
4 unduplicated pupils in the prior year that is in addition to what was expended on
5 services provided for all pupils. The estimated amount of funds expended in 2013-14
6 shall be no less than the amount of Economic Impact Aid funds the LEA expended in
7 the 2012-13 fiscal year.

8 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

9 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage
10 calculated by the Department of Finance that represents how much of the statewide
11 funding gap between current funding and full implementation of LCFF is eliminated in
12 the fiscal year for which the LCAP is adopted.

13 (5) Add subdivision (a)(4) to subdivision (a)(2).

14 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
15 to Education Code sections 42238.02 and 2574, as implemented by Education Code
16 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
17 Instructional Improvement Grant program and the Home to School Transportation
18 program, in the fiscal year for which the LCAP is adopted.

19 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

20 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
21 or when LCFF is fully implemented statewide, then an LEA shall determine its
22 percentage for purposes of this section by dividing the amount of the LCFF target
23 attributed to the supplemental and concentration grant for the LEA calculated pursuant
24 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
25 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
26 Targeted Instructional Improvement Grant program and the Home to School
27 Transportation program.

28 (b) This subdivision identifies the conditions under which an LEA may use funds
29 apportioned on the basis of the number and concentration of unduplicated pupils for
30 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
31 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
32 services for unduplicated pupils under subdivision (a) of this section by using funds to

1 upgrade the entire educational program of a schoolsite, a school district, a charter
2 school, or a county office of education as follows:

3 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or
4 more of the district's total enrollment in the fiscal year for which an LCAP is adopted or
5 in the prior year may expend supplemental and concentration grant funds on a
6 districtwide basis. A school district expending funds on a districtwide basis shall do all of
7 the following:

8 (A) Identify in the LCAP those services that are being funded and provided on a
9 districtwide basis.

10 (B) Describe in the LCAP how such services are principally directed towards, and
11 are effective in, meeting the district's goals for its unduplicated pupils in the state and
12 any local priority areas.

13 (2) A school district that has an enrollment of unduplicated pupils less than 55
14 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted
15 may expend supplemental and concentration grant funds on a districtwide basis. A
16 school district expending funds on a districtwide basis shall do all of the following:

17 (A) Identify in the LCAP those services that are being funded and provided on a
18 districtwide basis.

19 (B) Describe in the LCAP how such services are principally directed towards, and
20 are effective in, meeting the district's goals for its unduplicated pupils in the state and
21 any local priority areas.

22 (C) Describe how these services are the most effective use of the funds to meet the
23 district's goals for its unduplicated pupils in the state and any local priority areas. The
24 description shall provide the basis for this determination, including, but not limited to,
25 any alternatives considered and any supporting research, experience, or educational
26 theory.

27 (3) A school district that has an enrollment of unduplicated pupils at a school that is
28 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP
29 is adopted or in the prior year may expend supplemental and concentration grant funds
30 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
31 all of the following:

32 (A) Identify in the LCAP those services that are being funded and provided on a

1 schoolwide basis.

2 (B) Describe in the LCAP how such services are principally directed towards, and
3 are effective in, meeting the district's goals for its unduplicated pupils in the state and
4 any local priority areas.

5 (4) A school district that has an enrollment of unduplicated pupils that is less than 40
6 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is
7 adopted may expend supplemental and concentration grant funds on a schoolwide
8 basis. A school district expending funds on a schoolwide basis shall do all of the
9 following:

10 (A) Identify in the LCAP those services that are being funded and provided on a
11 schoolwide basis.

12 (B) Describe in the LCAP how such services are principally directed towards, and
13 are effective in, meeting the district's goals for its unduplicated pupils in the state and
14 any local priority areas.

15 (C) Describe how these services are the most effective use of the funds to meet the
16 district's goals for its unduplicated pupils in the state and any local priority areas. The
17 description shall provide the basis for this determination, including, but not limited to,
18 any alternatives considered and any supporting research, experience, or educational
19 theory.

20 (5) A county office of education expending supplemental and concentration grant
21 funds on a countywide basis or a charter school expending supplemental and
22 concentration grant funds on a charterwide basis shall do all of the following:

23 (A) Identify in the LCAP those services that are being funded and provided on a
24 countywide or charterwide basis.

25 (B) Describe in the LCAP how such services are principally directed towards, and
26 are effective in, meeting the county office of education's or charter school's goals for its
27 unduplicated pupils in the state and any local priority areas, as applicable.

28 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
29 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
30 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
31 6312.

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1 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
2 **Proportionality.**

3 In making the determinations required under Education Code section 52070(d)(3),
4 the county superintendent of schools shall include review of any descriptions of
5 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through
6 (b)(4) when determining whether the school district has fully demonstrated that it will
7 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a
8 county superintendent of schools does not approve an LCAP because the school district
9 has failed to meet its requirement to increase or improve services for unduplicated
10 pupils as specified in this section, it shall provide technical assistance to the school
11 district in meeting that requirement pursuant to Education Code section 52071.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
15 6312.

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23 8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

THE FOLLOWING METRICS ARE NOT APPLICABLE FOR COURT/COMMUNITY SCHOOL PROGRAMS:

- Score on Academic Performance Index because it has been suspended for 2015-16 and alternative education accountability systems are yet to have been determined by the State Board of Education
- Share of students that are enrolled in A-G Requirements because HCOE C/CS is not accredited. After graduation some students transition to a Community College
- Share of ELL that become English Proficient because ELs are returned to district of residence prior to becoming FEP
- EL classification rate because they have already been reclassified at district of residence prior to attending HCOE C/CS or they are not enrolled long enough to move to next fluency level
- Share of students that take Advance Placement Exams because we offer do not AP classes
- Share of students who take the EAP is not comparable to skill and interest levels of students in traditional schools. No students have chosen to take EAP
- High School dropout rates are reflected in rates of district of residence
- Student expulsion rates - HCOE does not expel students

Other notes

1. All positions are continuing with the exception of any labeled "new."
2. Court and community school enrollment is constantly changing. New Community School students are enrolled each week. New Court school students enroll daily at times. Some students return to district of residence at the semester or the start of the school year. With a highly mobile population cohort data is extremely limited and not valid. Therefore, many metrics and expected outcomes at Court Community schools can not be compared to traditional school settings.

Acronyms –

ERC = Ed Re Cent

ERCISP =

ERCS = Eeel Riv

HCOE C/CS = Humboldt County Office of Education Court Community/Schools

ISP = In Stud

JH = Jun HI/Cour tSch

RF = Region Fc / Court Sch

SH = So Hum

LEA: Humboldt County Office of Education

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LCAP Year: 2015-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *Efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>In order to plan for goals for the 2015-18 LCAP, HCOE CCS staff gathered student enrollment data, student academic performance data, attendance and truancy data, parent involvement, suspension rates and graduation rates; in addition to data on outcomes from 2014-2015 goals.</p> <p>On January 22, 2015, the HCOE CCS SSC met to review the 8 state priority areas for the development of the LCAP and develop program components for additional services to meet the needs of LCAP identified student groups. Data was reviewed to determine significant student sub groups and percentages of socioeconomically disadvantaged youth, English Language Learners, RFEP and expelled youth. Regarding Native American youth and CCS enrollment, the SSC determined they still represented a significant percentage of enrollments and as a result, HCOE CCS has determined they will remain a significant local priority group. Discussions reviewed the importance and need for an overall increased level of collaboration with local agencies.</p> <p>Draft progress on 2014-2015 goals were shared with parents and students at regional based family nights. Parents were asked to provide input on areas of focus being considered as part of the HCOE CCS LCAP at "Family Night." They received an invitation to participate on multiple occasions to include December 17 (Eureka), March 18 (Eureka), and March 19 (Fortuna). Families who attended Family Night were surveyed on how best to meet the 8 state priority areas and address the needs of LCAP identified student groups. Their suggestions and reactions to the draft goals were collected and summarized by the LCAP leadership team.</p> <p>Court and Community School students were provided a survey utilizing "survey monkey" to gain input regarding current incentives used to motivate positive attendance, new structures in place to inform students of their credits, expulsion rehabilitation plans and progress towards graduation, and to assess other barriers to positive attendance and participation in school in order to determine if our strategies and new actions were effective.</p> <p>On February 9, 2015, all Court and Community School staff met to review progress on goals and submit input for revision for the 2015-2016 LCAP. Results from parent</p>	<p>Data was reviewed and analyzed by HCOE CCS staff and goals were drafted to align identified needs to state priorities required for the Local Control Area Plan.</p> <p>Strategies gathered from the SSC meeting on January 22, 2015 that were added to the LCAP plan were: Adjust the goals to not include quarter 4 in the data, as quarter 4 ends following the LCAP approval deadline from CDE.</p> <p>Discussion revolved around how to track post-graduation data. A Facebook group was established for CCS graduates. Students will be informed and added to the group, upon graduation.</p> <p>The County wide expulsion plan will be shared with agencies to include probation and HCTAYC. Stakeholder involvement requested to include the awarding of partial credit in the expulsion plan.</p> <p>Survey Monkey data from students demonstrated that most students are aware of their credit status (73%) and the incentives currently in place are motivating them to attend school. After school activities recommended by students are MARZ digital media classes, cooking classes and work experience- all actions implemented this year and planned to be continued during future LCAP years.</p> <p>A LGTBQ group and yoga classes will be added as an option for Eureka students to participate in.</p>

Involvement Process	Impact on LCAP
<p>climate surveys and staff surveys were shared with HCOE CCS School Site Council members to further gain insight on initially developed LCAP goals. LCAP goals were refined and core services were identified as key to successful implementation during several School Site Council Meetings, held on the following dates: February 28, March 3, March 13, March 26 and April 3, 2014.</p> <p>Key stakeholder meetings were held on March 4, March 11, and March 18, 2015. Personnel from agencies serving youth in Humboldt County were invited to participate. Participating members included representatives from Humboldt County Probation, HCOE Foster Youth Coordinator, bargaining unit representatives from CSEA, CTA, Eureka City Schools, Department of Health and Human Services (DHHS), Child Welfare Services (CWS), the Yurok tribe, Redwood Coast Action Agency (RCAA), Child Welfare Services, College of the Redwoods (CR), Teenaged youth (TAY) Division of DHHS, and Humboldt County Teen Aged Youth Collaborative (HCTAYC). The Meetings dated March 4, March 11, March 18 were all open to the general public, and notification of the meeting was posted on the HCOE website 10 days in advance and were advertised in the local papers to encourage community involvement.</p> <p>Individual meetings were arranged with the HCOE CCS Principal for those agency representatives who were unable to attend one of the above listed stakeholder meetings. At these stakeholder meetings, or in individual meetings, key programmatic data was shared and reviewed with participants to provide data on status of goals for the 2014-2015 goals and goals planned for future years.</p> <p>In addition, stakeholders discussed expulsion concerns countywide. A countywide expulsion plan is currently under development with input from all districts within the county. Stakeholders asked questions about the rights of expelled students, and who holds responsibility for education of expelled students.</p> <p>Strategies to engage youth in earning credits and the outcome of the student surveys were discussed. One discussion centered around rewarding students with money instead of iPods for turning in hours on ISP. Much discussion revolved around Homeless and Foster Youth concerns; specifically Hippy Hill, a homeless encampment in the Garberville area. Stakeholders suggested some student input requested to add a LGBTQ group at the Eureka site to create a safe space for</p>	<p>Students are aware of FY and HL services provided at school and know how to access them (83%). Continuance of FY and HL services will be a part of the LCAP plan.</p> <p>Students suggested more fun games to include karaoke, games, dance offs and pizza be added to family nights. Staff will put together a student family night committee to work on making Family Nights more fun and student centered.</p> <p>Students shared that other incentives that would motivate them to do well in school are: movie tickets, camping trips, mall gift cards and pre-paid VISA cards. All of these incentives will be included as options for student attendance and credit earning.</p> <p>Staff from College of the Redwoods are willing to provide a For-credit CR class at our Court and Community School sites to help prepare youth for junior college. This will be added to the LCAP as an action item.</p>

Involvement Process	Impact on LCAP
<p>students with or considering alternative lifestyles. Adding a yoga class was also discussed for the Eureka site.</p> <p>Feedback from family night provided the following insights:</p> <p>Parents showed considerable appreciation for CCS to provide the following:</p> <ul style="list-style-type: none"> Bus tickets for the economically disadvantaged. Personal attention given by staff to students. Incentive programs from food to I-pods. Direct instruction by staff to students that need extra assistance. Reasonably flexible hours for ISP to ensure student success. Increased teacher – parent contact has better kept parents abreast of their child’s progress. Student of the month / quarter awards are having a positive impact on student engagement. <p>On April 1, 2015 at the local Co-Op meeting, representatives from all Districts within Humboldt County were invited to provide input into the development of the County Wide Expulsion plan. An email was sent out a week prior ensuring that all Co-Op members were aware that the expulsion plan would be discussed. Districts were also provided a copy of the prior three year plan (2012-2015) to review. District Superintendents and designees reviewed the 2012-2015 County Wide expulsion plan and discussed progress made on prior years’ identified GAPS in services for expelled youth; services for expelled youth that are currently being provided; and current GAPS for expelled youth were raised and discussed.</p> <p>A final SSC meeting was held on May 14, 2015 to review the LCAP goals, actions and services. The CCS SSC approved the plan and discussed strategies to implement actions and services within the CCS program.</p> <p>A public hearing was held on May 20, 2015 to present the LCAP to the Humboldt County Office of Education Board.</p> <p>A board meeting was held on June 10, 2015 for approval to the LCAP.</p>	<p>A team of Co-Op members determined that they would like to meet and discuss the development of a county wide, systematic process for awarding partial credit for expelled youth, delinquent youth, foster youth and homeless youth, which will be added to the LCAP as an action item.</p>

Annual Update:

In order to gather data to report on the annual update for the 2014-2015 LCAP, HCOE CCS staff collected data on all goals and metrics identified. This process took numerous meetings and occurred between December, 2014 and May, 2015

Draft progress on 2014-2015 goals were shared with parents and students at regional based family nights. Parents were asked to provide input on areas of focus being considered as part of the HCOE CCS LCAP at "Family Night." They received an invitation to participate on multiple occasions to include December 17 (Eureka), March 18 (Eureka), and March 19 (Fortuna). Families who attended Family Night were surveyed on how best to meet the 8 state priority areas and address the needs of LCAP identified student groups. Their suggestions and reactions to the draft goals were collected and summarized by the LCAP leadership team.

Key stakeholder meetings were held on March 4, March 11, and March 18, 2015. Personnel from agencies serving youth in Humboldt County were invited to participate. Participating members included representatives from Humboldt County Probation, HCOE Foster Youth Coordinator, CSEA, CTA, Eureka City Schools, Department of Health and Human Services (DHHS), Child Welfare Services (CWS), the Yurok tribe, Redwood Coast Action Agency (RCAA), Child Welfare Services, College of the Redwoods (CR), Teenaged youth (TAY) Division of DHHS, and Humboldt County Teen Aged Youth Collaborative (HCTAYC). The Meetings dated March 4, March 11, March 18 were all open to the general public, and notification of the meeting was posted on the HCOE website 10 days in advance and were advertised in the local papers to encourage community involvement.

Individual meetings were arranged with the HCOE CCS Principal for those agency representatives who were unable to attend one of the above listed stakeholder meetings.

At these stakeholder meetings, or in individual meetings, key programmatic data was shared and reviewed with participants to provide data on status of goals for the 2014-2015 goals and goals planned for future years.

Stakeholders discussed expulsion countywide. A countywide expulsion plan is currently under development with input from all districts within the county.

Annual Update:

Student survey results confirmed what we are providing as incentives are working. We may want to investigate the ability to offer cash, movie tickets, and camping trips as incentives for student participation and attendance.

Expelled students are still not clear on exactly what it will take to return to their DOR. Currently this information is reviewed at intake and again at the semester; however it appears as if it needs to be gone over more frequently. Staff will review expelled youth monthly to ensure this communication is happening.

Students also appear to need more information regarding where they are with regards to graduation requirements. We probably should have worded the survey question a little differently, as many of our students are in 9th and 10th grade and although they know where they are with regards to 9th grade credits, they may not be clear on the credits required for graduation from high school.

Utilizing text messages to communicate with students about their credits is something we will attempt to implement in the 2015-2016 school year.

We will continue to implement the basketball program, safe serve cooking program and work experience for youth. The MARZ program is an option for all youth, however our students don't seem to get there on their own. We will investigate bringing the MARZ program to our school site on a regular basis.

Incorporating some more fun and games into Family Night will be implemented during the 2015-2016 school year to include music, slide shows, and family type games/karaoke.

CCS has offered camping trips in the past with success. We will offer a

<p>Stakeholders asked questions about the rights of expelled students, and who holds responsibility for education of expelled students.</p> <p>Student surveys were administered in order to get feedback about strategies implemented in 2014-2015 and to see if they should be continued in 2015 onward, The survey was administered via Survey Monkey in the Digital media class. Surveys were provided to all students enrolled in a classroom, Independent study program or court school within the Court and Community School program. Questions and student responses were reviewed and utilized to guide development of new goals and actions for the LCAP.</p>	<p>camping trip for students with perfect attendance and credit earning during the last quarter of the school year. Staff must be willing to do these trips as they have to happen on the weekends.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, school wide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils re-designated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL:</p>	<p>Goal #1 All students including Expelled Youth and Foster Youth will attend school in accordance with the Community School behavior contract, signed at initial enrollment.</p>	<p>Related State and/or Local Priorities: 1_X 2__ 3__ 4_ 5_X 6_X 7__ 8_X COE only: 9_X 10_X Local : Specify _____</p>
<p>Identified Need:</p>	<p>Student attendance does not meet behavioral expectations and attendance of 85% as agreed upon at initial enrollment based on attendance rates collected monthly for each site.</p> <p>Baseline attendance as of month 6: ERC #1 = 80% #2 = 77% #3 = 87% ERC ISP = 73% JH = 99% RF = 99% ERCS = 81% ERCS ISP = 72% Southern H = 70%</p> <p>Current suspension statistics as of month 6 are:</p> <p>ERC 34 suspensions 23 students 60 days</p> <p>ERCS 7 suspensions 7 students 13 days</p> <p>JH 37 suspensions 18 students 52 days</p> <p>RF 2 suspensions 2 students 3 days</p> <p>SH 0 0 suspensions</p>	

Goal Applies to:	Schools:	Eureka Community, Eel River Community, Von Humboldt, New Horizons, Southern Humboldt Community
	Applicable Pupil Subgroups:	All The HCOE CCS program is School-wide, district-wide and county-wide. All actions and services outlined for all CCS students at all CCS program locations are designed to meet the needs of low socioeconomic youth, foster youth and expelled youth enrolled in a CCS program.

LCAP Year 1: 2015-16

	<u>Metric</u>	<u>Outcome</u>
	Monthly program attendance reports will be reviewed to identify attendance percentage for each program, classroom and ISP.	HCOE classroom programs will increase attendance percentage as compared to the year prior (see Needs above) with the goal of meeting or exceeding 85%.
	Facilities Inspection Tool	HCOE ISP programs will increase attendance percentage as compared to the year prior (see Needs above) with the goal of meeting or exceeding 85%.
	Student suspension rates will be documented in Promis SIS.	100% of facilities will be in good repair based on FIT review.
		Suspension numbers will decrease as compared to baseline suspension data collected in 2014-15.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Student Assistance Counselors will provide information to all students on Alcohol and other drugs, family counseling, 1:1 counseling, conflict mediation, referral to treatment as needed, and overall case management Counseling to address truancy issues and Home visits</p> <p>Implement Truancy plan to work with youth on reduction of truancy which includes:</p> <p><u>Incentives for positive attendance</u></p> <ul style="list-style-type: none"> • Weekly lunch incentive • Monthly prize bucket incentive- \$5.00 item and drawing for computer for home usage • Quarterly prize bucket incentive1 \$10.00 item • Semester iPod for perfect attendance 	ALL	<p><u>X</u> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Re-designated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) <u>Native American</u></p>	<p>Two Student Assistance Counselors \$159,592.52</p> <p>Goals 1,2,3</p> <p>Funded By:</p> <p>LCFF/SC, TUPE , REAP</p> <p>Truancy Incentive Program items/reward/bus tickets</p> <p>\$36,854.93</p> <p>Goals 1, 2, 3</p> <p>Funded By:</p> <p>LCFF S/C</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Annual iPad for perfect attendance • Provide bus tickets to remove transportation barriers <p>Senior Office Clerk will assist registrar in management of daily student enrollment in PROMIS, CALPADS, P1, P2, Annual ADA reporting</p> <p>Instructional Office Clerk will provide transcript feedback to students and parents, enter weekly hours and credits earned from all programs</p> <p>Registrar will oversee student enrollment, records requests, student attendance data within PROMIS</p> <p>Motor Pool to support student transportation to school</p> <p>Implement breakfast program (Contract for meals)</p>			<p>Senior Office Clerk \$56,213.22 Goals 1, 2, 3, 5 <i>Funded By:</i> LCFF S/C</p> <p>\$60,706.37 Goals 1, 2, 3, 5 <i>Funded By:</i> LCFF S/C</p> <p>Instructional Office Clerk \$55,949.28 Goals 1, 2, 3, 5 <i>Funded By:</i> LCFF S/C</p> <p>Registrar \$56,053.62 Goals 1, 2, 3, 5 <i>Funded By:</i> LCFF</p> <p>Motor Pool \$20,640.00 Goals 1, 2, 3, 4A, 4B, 5 <i>Funded By:</i> Title 1A Homeless Grant FY Grant LCFF (\$4,975)</p> <p>Breakfast meals \$15,400 LCFF S/C</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement After School enrichment activities to include Coast League Basketball, surfing, running club.</p> <ul style="list-style-type: none"> • League fees • Rental space for practice • Instructor time • Uniforms <p>Family Nights 3-4 times annually, food offered, families invited to connect and talk about projects occurring at school, upcoming events, meet staff to develop ongoing relationships to enhance student and family engagement. Implement fun games to increase engagement.</p> <ul style="list-style-type: none"> • Food • Staff time <p>Blue Ox Mill provides students with hands-on opportunity to learn blacksmithing, lathe work, textiles, ceramics, photography and other skills as relevant to student need.</p> <ul style="list-style-type: none"> • Contract for use of facility and training <p>Probation Officer to provide supervision support of probation youth.</p> <p>Provide a satellite program in Southern Humboldt to provide youth in the southern portion of the county a school site within reasonable distance from their residence.</p> <ul style="list-style-type: none"> • Teacher .8FTE • Senior In Clerk .6 FTE • Rental of facility • Motor pool 			<p>After School enrichment \$2,844.72 Goals 1, 2, 3, 5 Funded By: LCCFF S/C</p> <p>Family Night \$3,762.50 Goals 1, 2, 3, 5 Funded By: LCCFF S/C</p> <p>Blue OX Contract \$10,750.00 Goals 1, 2, 3, 5 Funded By: LCCFF S/C</p> <p>Probation Officer \$91,116.60 Goals 1, 2, 3, 5 Funded By: LCCFF S/C</p> <p>Satellite Site in Southern Humboldt \$130,276.36 Goals 1, 2, 3, 5 Funded By: LCCFF S/C</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide high quality teachers and instructional aides throughout all programs to keep student/staff ratio low to improve academic achievement.</p>			<p>Teachers \$904,255.94 Goals 1, 2, 3, 5 Funded By: LCFF, Title II A</p>
			<p>Instructional Aides \$323,393.07 Goals 1, 2, 3, 5 Funded By: Title I A Title I D LCFF S/C (\$53,097)</p>
<p>Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment.</p>			<p>Administrator to oversee program implementation \$182,153.33 Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF</p>
<p>Collaborate with social service agencies involved with Foster Youth to provide for enhanced case management.</p>			<p>Student Services Coordinator \$79,030.96 Goals 1, 2, 3, 4A, 4B, 5 Funded By: FY Grant</p>
<p><u>Special Education Students-</u> Schedule additional IEP meetings as necessary to address Student attendance</p>			<p>Student Services Technician \$55,405.93 Goals 1, 2, 3, 4A, 4B, 5 LCFF S/C</p>
<p>Develop Behavior plans to provide additional incentives for IEP youth to attend.</p>			<p>Resource Specialist (.20FTE) \$21,601.71 Goals 1, 2, 3, 5 Funded By: RSP LCFF</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>English Language Learners:</u> Provide appropriate translators at all appointments and meetings for students, parents/guardians, utilizing existing staff and substitutes when needed (already included in budget). Use SDAIE strategies for English Language Learners.</p> <p><u>Foster youth CCS:</u> The FY Coordinator and Assistant will provide case management support services. 90% of Health and Education records were transferred within 2 DAYS. The 10% that were not transferred within 2 days were direct result from a difficulty locating actual records at prior school sites.</p> <p><u>Re-designated Fluent English proficient pupils:</u> Teacher will review CELDT scores and ELL Files to ensure eligible CCS youth are reclassified appropriately.</p> <p><u>Native American Youth</u> Work collaboratively with tribal case management support providers. Develop procedures and timelines for providing regular information for Native American youth about cultural events. Connected with JOM tutoring program in Eureka to provide access for Native American Youth to access tutoring.</p>			<p>CELDT Teacher (.10FTE) \$11,066.44 Translators \$150 Goals 1, 2, 3, 5 Funded By: LCCF S/C</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Metric	Outcome
	<p>Monthly program attendance reports will be reviewed to identify attendance percentage for each program, classroom and ISP.</p> <p>Facilities Inspection Tool</p> <p>Student suspension rates will be documented in Promis SIS.</p>	<p>HCOE classroom programs will increase attendance percentage as compared to the year prior (see Needs above) with the goal of meeting or exceeding 85%.</p> <p>HCOE ISP programs will increase attendance percentage as compared to the year prior (see Needs above) with the goal of meeting or exceeding 85%.</p> <p>100% of facilities will be in good repair based on FIT review.</p> <p>Suspension numbers will decrease as compared to baseline suspension data collected in 2014-15.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement Truancy plan to work with youth on reduction of truancy. Truancy plan includes:</p> <p><u>Incentives for positive attendance</u></p> <ul style="list-style-type: none"> • Weekly lunch incentive • Monthly prize bucket incentive- \$5.00 item and drawing for computer for home usage • Quarterly prize bucket incentive1 \$10.00 item • Semester iPod for perfect attendance • Annual iPad for perfect attendance • Provide bus tickets to remove transportation barriers 		<p><u>X</u>_ALL</p> <p>OR:</p> <p>___Low Income pupils ___English Learners</p> <p>___Foster Youth ___Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) <u>Native American</u></p>	<p>Two Student Assistance Counselors \$162,037.95 Goals 1,2,3 Funded By: LCCFF/SC TUPE REAP</p> <p>Senior Office Clerk \$62,427.72 Goals 1, 2, 3, 5 Funded By: LCCFF S/C</p> <p>Instructional Office Clerk \$57,905.69 Goals 1, 2, 3, 5 Funded By:</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide breakfast program (Contract for meals)</p> <p>Implement After School enrichment activities to include Coast League Basketball, surfing, running club.</p> <ul style="list-style-type: none"> • League fees • Rental space for practice • Instructor time • Uniforms <p>Family Nights 3-4 times annually, food offered, families invited to connect and</p>			<p><i>LCFF S/C</i></p> <p>Registrar \$57,983.95 Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF</i></p> <p>Truancy Incentive Program items/reward/bus tickets \$36,854.93 Goals 1, 2, 3 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Motor Pool 21,672.00 Goals 1, 2, 3, 4A, 4B, 5 <i>Funded By:</i> <i>Title 1A</i> <i>Homeless Grant</i> <i>FY Grant</i> <i>LCFF (\$4,975)</i></p> <p>Breakfast meals \$15,400 <i>LCFF S/C</i></p> <p>After School enrichment \$2,844.72 Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Family Night \$3762.50</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>talk about projects occurring at school, upcoming events, meet staff to develop ongoing relationships to enhance student and family engagement. Implement fun games to increase engagement.</p> <ul style="list-style-type: none"> • Food • Staff time <p>Blue Ox Mill provides students with hands-on opportunity to learn blacksmithing, lathe work, textiles, ceramics, photography and other skills as relevant to student need.</p> <ul style="list-style-type: none"> • Contract for use of facility and training <p>Probation Officer to provide supervision support of probation youth.</p> <p>Provide a satellite program in Southern Humboldt to provide youth in the southern portion of the county a school site within reasonable distance from their residence.</p> <ul style="list-style-type: none"> • Teacher .8FTE • Senior In Clerk .6 FTE • Rental of facility • Motor pool <p>Provide high quality teachers and instructional aides throughout all programs to keep student/staff ratio low to improve academic achievement.</p>			<p>Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Blue OX Contract \$10,750.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Probation Officer \$92,938.93 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Satellite Site in Southern Humboldt \$132,766.70 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Instructional Aides \$328,080.31 Goals 1, 2, 3, 5 Funded By: Title 1A & 1D LCFF S/C</p> <p>Teachers \$918,630.35 Goals 1, 2, 3, 5 Funded By: LCFF Title 2A</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment.</p> <p>Collaborate with social service agencies involved with Foster Youth to provide for enhanced case management.</p> <p>Special Education Students- Schedule additional IEP meetings as necessary to address Student attendance</p> <p>Develop Behavior plans to provide additional incentives for IEP youth to attend.</p>			<p>Administrator \$185,391.31 Goals 1, 2, 3, 4A, 4B,5 Funded By: LCFF</p> <p>Student Services Coordinator \$80,274.39 Goals 1, 2, 3, 4A, 4B, 5 Funded By: FY Grant</p> <p>Student Services Technician \$57,342.79 Goals 1, 2, 3, 4A, 4B, 5 LCFF S/C</p> <p>Resource Specialist (.20FTE) \$21,953.44 Goals 1, 2, 3, 5 Funded By: RSP LCFF</p>
<p>English Language Learners: Provide appropriate translators at all appointments and meetings for students, parents/guardians, utilizing existing staff and substitutes when needed (already included in budget). Use SDAIE strategies for English Language Learners.</p> <p>Foster youth CCS: The FY Coordinator and Assistant provide case management support services. 90% of Health and Education records were transferred within 2 DAYS. The 10% that were not transferred within 2 days were direct result from a difficulty locating actual records at prior school sites.</p> <p>Re-designated Fluent English proficient pupils:</p>			<p>CELDT Teacher (.10FTE) \$11,422.26</p> <p>Translators \$150 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Review CELDT scores and ELL Files to ensure appropriate CCS youth are reclassified appropriately.</p> <p><u>Native American Youth</u></p> <p>Work collaboratively with tribal case management support providers. Develop procedures and timelines for providing regular information for Native American youth about cultural events. Connected with JOM tutoring program in Eureka to provide access for Native American Youth to access tutoring.</p>			

LCAP Year 3: 2017-18		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Monthly program attendance reports will be reviewed to identify attendance percentage for each program, classroom and ISP.</p> <p>Facilities Inspection Tool</p> <p>Student suspension rates will be documented in Promis SIS.</p>	<p>HCOE classroom programs will increase attendance percentage as compared to the year prior (see Needs above) with the goal of meeting or exceeding 85%.</p> <p>HCOE ISP programs will increase attendance percentage as compared to the year prior (see Needs above) with the goal of meeting or exceeding 85%.</p> <p>100% of facilities will be in good repair based on FIT review.</p> <p>Suspension numbers will decrease as compared to baseline suspension data collected in 2014-15.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement Truancy plan to work with youth on reduction of truancy. Truancy plan includes:</p> <p><u>Incentives for positive attendance</u></p> <ul style="list-style-type: none"> • Weekly lunch incentive • Monthly prize bucket incentive- \$5.00 item and drawing for computer for home usage • Quarterly prize bucket incentive1 \$10.00 item • Semester iPod for perfect attendance • Annual iPad for perfect attendance • Provide bus tickets to remove transportation barriers 		<p><u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) <u>Native American</u></p>	<p>Two Student Assistance Counselors \$164,530.65 Goals 1,2,3 Funded By: LCFF/SC TUPE REAP</p> <p>Senior Office Clerk \$63,299.02 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Instructional Office Clerk \$58,688.27 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Registrar \$59,992.55 Goals 1, 2, 3, 5 Funded By: LCFF</p> <p>Truancy Incentive Program items/reward/bus tickets \$36,854.93 Goals 1, 2, 3 Funded By: LCFF S/C</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide Breakfast program (contract for meals)</p> <p>Implement After School enrichment activities to include Coast League Basketball, surfing, running club.</p> <ul style="list-style-type: none"> • League fees • Rental space for practice • Instructor time • Uniforms <p>Family Nights 3-4 times annually, food offered, families invited to connect and talk about projects occurring at school, upcoming events, meet staff to develop ongoing relationships to enhance student and family engagement. Implement fun games to increase engagement.</p> <ul style="list-style-type: none"> • Food • Staff time <p>Blue Ox Mill provides students with hands-on opportunity to learn blacksmithing, lathe work, textiles, ceramics, photography and other skills as relevant to student need.</p> <ul style="list-style-type: none"> • Contract for use of facility and training 			<p>Motor Pool 22,755.60 Goals 1, 2, 3, 4A, 4B, 5 <i>Funded By:</i> <i>Title 1A</i> <i>Homeless Grant</i> <i>FY Grant</i> <i>LCFF (\$4,975)</i></p> <p>Breakfast meals \$15,400 LCFF S/C</p> <p>After School enrichment \$2,844.72 Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Family Night \$3762.50 Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Blue OX Contract \$10,750.00 Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF S/C</i></p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Probation Officer to provide supervision support of probation youth.</p> <p>Provide a satellite program in Southern Humboldt to provide youth in the southern portion of the county a school site within reasonable distance from their residence.</p> <ul style="list-style-type: none"> • Teacher .8FTE • Senior In Clerk .6 FTE • Rental of facility • Motor pool <p>Provide high quality teachers and instructional aides throughout all programs to keep student/staff ratio low to improve academic achievement.</p> <p>Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment.</p> <p>Collaborate with social service agencies involved with Foster Youth to provide for enhanced case management.</p>			<p>Probation Officer \$94,797.71 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Satellite Site in Southern Humboldt \$134,777.32 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Instructional Aides \$332,849.71 Goals 1, 2, 3, 5 Funded By: Title 1A Title 1D LCFF S/C LCFF</p> <p>Teachers \$933,271.26 Goals 1, 2, 3, 5 Funded By: LCFF & Title 2A</p> <p>Administrator \$185,391.31 Goals 1, 2, 3, 4A, 4B,5 Funded By: LCFF</p> <p>Student Services Coordinator \$81,541.74 Goals 1, 2, 3, 4A, 4B, 5</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Special Education Students- Schedule additional IEP meetings as necessary to address Student attendance</p> <p><i>Develop Behavior plans to provide additional incentives for IEP youth to attend.</i></p>			<p>Funded By: FY Grant</p> <p>Student Services Technician \$59,328.02 Goals 1, 2, 3, 4A, 4B, 5 LCFF S/C Administrator \$188,693.55 Goals 1, 2, 3, 4A, 4B,5 Funded By: LCFF</p> <p>Resource Specialist (.20FTE) \$22,311.39 Goals 1, 2, 3, 5 Funded By: RSP LCFF</p>
<p>English Language Learners: Provide appropriate translators at all appointments and meetings for students, parents/guardians, utilizing existing staff and substitutes when needed.</p> <p>Use SDAIE strategies for English Language Learners.</p> <p>Foster youth CCS: The FY Coordinator and Assistant provide case management support services The FY coordinator will ensure appropriate transfer of all Health and Education records within 2 DAYS</p> <p>Re-designated Fluent English proficient pupils: Review CELDT scores and ELL Files to ensure appropriate CCS youth are reclassified appropriately.</p> <p>Native American Youth Work collaboratively with tribal case management support</p>			<p>CELDT Teacher (.10FTE) \$11,422.26 Translators \$150 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
providers Develop procedures and timelines for providing regular information for Native American youth about cultural events. Develop systems and strategies for Native American youth to participate in Yurok tutoring.			

GOAL:	<p>Goal #2 All CCS students who are enrolled during the entire academic quarter will earn a minimum of 15 credits toward graduation from 8th and / or 12th grade.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u> </u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u> </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u>X</u> 10 <u>X</u></p> <p>Local: Specify _____</p>
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Identified Need:	<p>Credits earned in each academic quarter as measured by a quarterly grade review, are below the expected rate of 15 credits each quarter, due to a lack of participation and truancy.</p> <p>Baselines IN 2014-15 were established for the following:</p> <p><u>Number of students eligible to earn 15 credits</u> Qtr. 1 = 75 Qtr. 2 = 119 Qtr. 3= 118</p> <p><u>Number of students earned 15 or more credits</u> Qtr. 1 = 37 Qtr. 2 = 60 Qtr. 3=37</p> <p><u>Percentage of eligible 15 credit earners:</u> Quarter 1= 49% Quarter 2=50% Quarter 3=33%</p> <p><u>Number of Family members participating in family events</u></p> <p><u>OCTOBER</u> ERC = 56 ERCS = 24</p> <p><u>DECEMBER</u> ERC = 72 ERCS= NA</p> <p><u>MARCH</u> ERC=48 ERCS=87</p>	
	Goal Applies to:	<p>Schools: Eureka Community, Eel River Community, Von Humboldt, New Horizons, Southern Humboldt Community</p> <p>Applicable Pupil Subgroups: All</p>
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	Grade cards will be reviewed quarterly to identify numbers of students that earn 15 or more credits	10% more students will earn 15 credits each quarter, as compared to prior year percentage
	Rate of teacher miss-assignment as reported on SARC	100% of teachers will be appropriately assigned annually
	Log of parental involvement	5% more family members will participate in family nights

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Extended school year (Court) and summer school (Court School) offered for court and community school students at regional locations</p> <ul style="list-style-type: none"> • Teacher salary • Instructional assistants • Psychologist • Truancy incentives • Bus tickets <p>Credit incentive plan implemented to provide incentives for students to earn the appropriate amount of credits each academic quarter.</p> <ul style="list-style-type: none"> • Ipod touches • Filed trips • Gift cards • food <p>Quarterly review of credits earned SST meetings arranged for those not meeting expectations Incentives provided to students earning appropriate credits.</p> <p>Investigate the option of communicating about credits earned via text messages, with students and parents.</p> <p>Investigate California Youth Connected for potential tutoring services</p> <p>Provide all students the opportunity to utilize new technology and learn 21st century learning skills</p> <p>Investigate the option to bring MARZ- a digital media community based program to the school for after school enrichment.</p> <p>Hands on learning opportunities at the Blue Ox Mill- see goal 1 for</p>	<p>All</p>	<p><u>X</u>_ALL</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u>X</u>_Other Subgroups:(Specify) <u>Native American</u></p>	<p>CCS Program Secretary to support staff in tracking attendance, credits and grades and arranging SST meetings as needed. \$59,836.05 Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF S/C</p> <p>Court School Extended Year \$38,462.23 Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF S/C Title 1A, RS-3010, RS-0080</p> <p>Summer School for Community Schools \$27,537.56 Goals 2, 3 Funded by: Title IA, RS-3010, RS-0080</p> <p>21st Century Learning Technician \$55,960.11 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>narrative and budget</p> <p>Implement after school enrichment opportunities- see goal 1 for narrative and budget</p> <p>Probation officer- see goal 1 for narrative and budget</p> <p>Provide a satellite program in Southern Humboldt Provide Independent Study Programs – see goal 1 for narrative and budget</p> <p>Meet with expelled youth and support network in order to ensure they are apprised of, and receive support in meeting the requirements to return to their district of residence. – see goal 1 for narrative and budget</p> <p>CCS Program Secretary to support staff in tracking attendance, credits and grades and arranging SST meetings as needed. – see goal 1 for narrative and budget</p> <p><u>Special Education Students-</u> IEP meetings to address academic concerns for lack of progress towards meeting IEP goals.</p> <p><u>English Language Learners-</u> Provide professional development on effective strategies for supporting learning for ELs</p> <p>Provide appropriate translators at all appointments and meetings for students, parents/guardians, utilizing existing staff and substitutes when needed (already included in budget).</p>			<p>Resource Teachers (.20FTE) \$21,601.71 Goals 1, 2, 3, 5 Funded by: RSP LCFF</p> <p><u>English Language Learners</u> Professional Development \$14,298.47 Goals 2, 3, 5 Funded By: Title 1A</p> <p>CELDT Teacher. (.10 FTE) Translators (Included above)</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>FOSTER YOUTH CCS</u> Invite Foster Youth Coordinator, and relevant multi agency support staff to SST’s, ILP’s or SART meetings to review credits earned, and academic progress. Provide case management services in accordance with AB97. HCOE FY Coordinator has obtained a signed contract with SCOE to use Foster Focus program; the MOU has been developed and is being reviewed for approval by DHHS and Humboldt County Probation to share information about FY in a timely manner. HCOE FY Coordinator will coordinate potential tutoring services</p> <p><u>RFEP</u> Provide Interpreters for parents/guardians while attending all meetings.</p> <p><u>Native American Youth</u> Work collaboratively with tribal case management support providers Engaging local Native American tribal entities to help us develop procedures and timelines for providing regular information for</p>			<p>Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p><u>Foster Youth</u> Student Services Coordinator (Included above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: FY & McKinney Vento</p> <p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF S/C</p> <p>Motor Pool \$5,160.00 Funded by: FY grant Goal 1, 2, 3, 4A, 4B</p> <p>Foster Focus Data Management System \$1,206.15 annually Goals 2, 3, 4A, 4B Funded by: LCFF <u>RFEP</u> See above under ELL for additional costs Goals 1, 2, 3, 5</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Native American youth about cultural events Develop systems and strategies for Native American youth to participate in Yurok tutoring			

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Metric	Outcome
	Grade cards will be reviewed quarterly to identify numbers of students that earn 15 or more credits	10% more students will earn 15 credits each quarter, as compared to prior year percentage
	Rate of teacher miss-assignment as reported on SARC	100% of teachers will be appropriately assigned annually
	Log of parental involvement	5% more family members will participate in family nights

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Credit incentive plan Implemented to provide incentives for students to earn the appropriate amount of credits each academic quarter.</p> <p>Quarterly review of credits earned SST meetings arranged for those not meeting expectations Incentives provided to students earning appropriate credits and an Extended school year offered for court and community school students at regional locations.</p> <p>Investigate California Youth Connected for potential tutoring services</p> <p>Provide all students the opportunity to utilize new technology and learn 21st century learning skills</p>	<p>ALL</p>	<p><u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Native American</u></p>	<p>CCS Program Secretary \$61,975.07 Goals 1, 2, 3, 4A, 4B, 5</p> <p>Court School Extended Year \$39,164.38 Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF Title 1A, RS-3010, RS-0080</p> <p>Summer School for Community Schools \$28,044.57 Goals 2, 3 Funded by: Title IA, RS-3010, RS-0080</p> <p>21st Century Learning Technician \$57,906.50 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Hands on learning opportunities at the Blue Ox Mill- see goal 1 for narrative and budget</p> <p>Implement after school enrichment opportunities- see goal 1 for narrative and budget</p> <p>Probation officer- see goal 1 for narrative and budget</p> <p>Provide a satellite program in Southern Humboldt Provide Independent Study Programs – see goal 1 for narrative and budget</p> <p>Meet with expelled youth and support network in order to ensure they are apprised of, and receive support in meeting the requirements to return to their district of residence.</p> <p><u>Special Education Students-</u> IEP meetings to address academic concerns.</p> <p><u>English Language Learners-</u> Provide appropriate translators at all appointments and meetings for students, parents/guardians, utilizing existing staff and substitutes when needed (already included in budget).</p>			<p>Resource Teachers (.20FTE) \$21,953.44 Goals 1, 2, 3, 5 Funded by: RSP LCF</p> <p><u>English Language Learners</u></p> <p>Professional Development \$14,298.47 Goals 2, 3, 5 Funded By: Title 1A</p> <p>CELDT Teacher. (.10 FTE) Translators (Included above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
information for Native American youth about cultural events Develop systems and strategies for Native American youth to participate in Yurok tutoring			

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Metric	Outcome
	Grade cards will be reviewed quarterly to identify numbers of students that earn 15 or more credits Rate of teacher miss-assignment as reported on SARC Log of parental involvement	10% more students will earn 15 credits each quarter, as compared to prior year percentage 100% of teachers will be appropriately assigned annually 5% more family members will participate in family nights

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Credit incentive plan Implemented to provide incentives for students to earn the appropriate amount of credits each academic quarter. Quarterly review of credits earned SST meetings arranged for those not meeting expectations Incentives provided to students earning appropriate credits and an Extended school year offered for court and community school students at regional locations. Investigate California Youth Connected for potential tutoring services		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Native American</u>	CCS Program Secretary \$64,140.20 Goals 1, 2, 3, 4A, 4B, 5 Court School Extended Year \$39,880.14 Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF Title 1A, RS-3010, RS-0080 Summer School for Community Schools \$28,561.44

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide all students the opportunity to utilize new technology and learn 21st century learning skills</p> <p>Hands on learning opportunities at the Blue Ox Mill- see goal 1 for narrative and budget</p> <p>Implement after school enrichment opportunities- see goal 1 for narrative and budget</p> <p>Probation officer- see goal 1 for narrative and budget</p> <p>Provide a satellite program in Southern Humboldt Provide Independent Study Programs – see goal 1 for narrative and budget</p> <p>Meet with expelled youth and support network in order to ensure they are apprised of, and receive support in meeting the requirements to return to their district of residence.</p> <p><u>Special Education Students-</u> IEP meetings to address academic concerns.</p> <p><u>English Language Learners-</u> Provide appropriate translators at all appointments and meetings for students, parents/guardians, utilizing existing staff and substitutes when needed (already included in budget).</p>			<p>Goals 2, 3 Funded by: Title IA, RS-3010, RS-0080</p> <p>21st Century Learning Technician \$59,911.30 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Resource Teachers (.20FTE) \$23,819.36 Goals 1, 2, 3, 5 Funded by: RSP LCF</p> <p><u>English Language Learners</u> Professional Development \$14,298.47 Goals 2, 3, 5 Funded By: TITLE 1A</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>FOSTER YOUTH CCS</u> Invite Foster Youth Coordinator, and relevant multi agency support staff to SST's, ILP's or SART meetings to review credits earned, and academic progress. Provide case management services in accordance with AB97. HCOE FY Coordinator maintains Foster Focus database HCOE FY Coordinator will coordinate potential tutoring services</p> <p><u>RFEP</u></p>			<p>CELDT Teacher. (.10 FTE) Translators (Included above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p><u>Foster Youth</u> Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: FY & McKinney Vento</p> <p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF S/C</p> <p>Motor Pool \$5,368.46 Funded by: FY grant Goal 1, 2, 3, 4A, 4B</p> <p>Foster Focus Data Management System \$1,100.00 annually Goals 2, 3, 4A, 4B Funded by: LCFF</p> <p><u>RFEP</u> See above under ELL for additional costs</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide appropriate translators at all appointments and meetings for students, parents/guardians, utilizing existing staff and substitutes when needed (already included in budget).</p> <p><u>Native American Youth</u></p> <p>Work collaboratively with tribal case management support providers</p> <p>Develop procedures and timelines for providing regular information for Native American youth about cultural events</p> <p>Develop systems and strategies for Native American youth to participate in Yurok tutoring</p>			Goals 1,2,3,5

GOAL:	<p><u>Goal #3</u> All HCOE CCS students including Foster Youth, Expelled Youth will show increased engagement in learning Common Core State Standard concepts across all curricular areas and will become better prepared for careers and college.</p>	<p>Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ <u>X</u> 4_ <u>X</u> 5_ <u>X</u> 6_ 7_ <u>X</u> 8_ <u>X</u> COE only: 9_ <u>X</u> 10_ <u>X</u> Local: Specify _____</p>
Identified Need:	<p>A review of TABE scores in ELA and Math and CAHSEE passing scores have been identified as too low. CCS students in the 12th grade will complete the student portfolio on Kuder Navigator HCOE CCS students that go on to college, advanced training and / or obtain employment is low.</p> <p><u>Baseline as of April 7, 2015</u> % improvement ELA TABE = 73.2% % improvement Math TABE= 60.4% # of long term (90 day enrolled) students=83</p> <p><u>Baseline CAHSEE pass rates</u> Dec 2014 ELA- 73%; Math 50% Feb 2015 ELA 28%; Math 39%</p>	

Goal Applies to:	Schools: Eureka Community, Eel River Community, Von Humboldt New Horizons, Southern Humboldt Community	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Metric	Outcome
	Pre/Post Test TABE score in ELA and Math	10% increase in post test scores in TABE ELA and MATH
	CAHSEE pass rate in ELA and Math	5% increase in CAHSEE pass rate in ELA and Math
	Number of Kuder Navigator portfolios completed	100% of 12 th grade graduates will complete a KN portfolio
	Number of high school graduates who are employed	10% increase in number of students that obtain employment from prior year.
	Number of 8 th graders on track to graduate	5% more 8 th graders will be on track to graduate
	Number of high school graduates that go on to higher education or advanced training.	10% increase in numbers of graduates that go on to advanced training, higher education
Williams as reported on SARC	100% of students have access to standards-aligned instructional materials	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Character Based Literacy- an ELA program focused on Moral development, CCSS and language arts skills.</p> <ul style="list-style-type: none"> • MEMBERSHIP FEE • Books <p>Professional Learning Communities were utilized monthly with CCS staff to develop thematic units across all core curricular areas utilizing CBL as the base program.</p> <p>Kuder Navigator is utilized as our graduation portfolio program. KN provides students the opportunity to develop resumes, explore career pathways, learn about advanced training and</p>		<p><u>X</u>_ALL</p> <p>OR:</p> <p>_Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient <u>X</u>_Other Subgroups:(Specify)<u>Native American</u></p>	<p>Character Based Literacy usage fee \$2,150.00 Goals 1, 2, 3, 5 Funded By: Lottery</p> <p>Professional development \$14,298.47 Goals 1, 2, 3, 5 Funded By: Title 1A</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>identify goals and action steps needed to achieve those goals.</p> <p>Provide technical support to staff and programs with internet, connectivity, and hardware.</p> <p>Utilize social media via Facebook to connect to prior CCS graduates to report progress made on the measures of enrollment in college and job acquisition.</p> <p>Arranged for and implement Job Market, Employee Development Department and Job Corps to provide presentations to all CCS youth</p> <p>College of the Redwoods Equal Opportunity Program staff provide presentations at Family Nights. Independent Living Skills (ILS) utilize CCS sites to provide 2 workshops</p> <p>College of the Redwoods will provide a "For-credit" class at our Court and Community School sites to help prepare youth for junior college.</p> <p>Work Experience is offered to youth to gain employability skills.</p> <p>Continue to ensure court school youth transcripts are received in a timely manner to provide curriculum towards graduation or credit retention.</p> <p>Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each following semester.</p> <p>Pursue the development of peer tutors in the classroom programs.</p> <p><u>Special Education Students-</u> Convene transition IEP meetings.</p>			<p>INS FEE \$40,383.97 Goals 1, 2, 3, 5 Funded by: HL FY LCFF Title 2A REAP</p> <p>Paid work experience \$7,000.00 Goals 1, 2, 3, 5 Funded By: CSVP Grant</p> <p>Resource Teachers (.60FTE)</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Prepare referral to Transition Partnership Program (TPP) for all appropriate IEP youth.</p> <p>Deliver instruction using a Co-Teaching model with Resource and General Education Teachers.</p> <p>Request court school IEPs in a timely manner to ensure students IEPs are being adhered to in accordance with the law.</p> <p>Request all appropriate student information such as 504 plans, IEPs, credit checks, and attendance records are available at the initial referral screening.</p>			<p>\$63,459.33 Goals 1, 2, 3, 5 Funded by: RSP LCFF</p>
<p><u>English Language Learners-</u> CCS teachers will utilize SDAIE methods of instruction to ensure English Language Learners are provided with services they need to access the general education curriculum.</p> <p>English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed.</p>			<p><u>English Language Learners-</u> Professional Development (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A</p> <p>.10FTE CELDT Teacher (Included Above) Goals 1, 2, 3, 5 Funded by: LCFF S/C</p> <p>Teachers (Included Above) Goal 1, 2, 3, 5 Funded by: LCFF Title 2A</p> <p>Instructional Aides (Included Above) Goal 1, 2, 3, 5</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Foster Youth CCS</u> The Foster Youth Coordinator will provide opportunities to include field trips to local colleges, and vocational tech opportunities locally and regionally</p> <p>FY coordinator will arrange for presentations to be held at the HCOE CCS school campuses that provide information pertaining to college enrollment and financial aid.</p> <p>FY Coordinator will connect Foster Youth with Regional Occupation Program opportunities.</p> <p>FY Coordinator will collaborate with the Humboldt County Independent Living Skills Program (ILS) and Transition Aged Youth (TAY) for workshops on financial literacy, household management skills, relationship building skills.</p> <p>FY Coordinator will work with AB12 eligible youth (non minor dependents that elect to remain in foster care past the age of 18) with all appropriate agencies to include tribal social services.</p>			<p>Funded by: Title 1A Title 1D LCFF S/S LCFF</p> <p><u>Foster Youth</u> Foster Youth Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Bus Tickets \$1,075.00 Goals 4A, 4B Funded By: FY Grant</p> <p>Motor Pool \$2,580.00 Goals 1, 4A, 4B, 5 Funded by: FY Grant</p> <p>Foster Youth Coordinator (included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Foster Focus Program \$1,206.15 Goals 4A, 4B Funded by: LCFF S/C</p>
<p><u>RFEP-</u> CCS teachers will utilize SDAIE methods of instruction to ensure RFEP'd English Language Learners are provided with services they may still need to access the general education curriculum.</p>	<p><u>RFEP</u> Interpreters Goal 3 Funded by:</p>		<p><u>RFEP</u> Interpreters \$1290.00 Goal 3</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Native American Youth</u> Work collaboratively with case management support providers and counselors at the school site through ongoing communication and collaboration with local tribal agencies. Develop procedures and timelines for providing regular information for Native American youth about cultural events and activities that are going on locally.</p> <p>Develop systems and strategies to permit Native American youth to participate in Yurok tutoring available at a local Eureka school site on Tuesday and Thursday afternoons.</p>	LCFF/SC Professional Development Goals 1, 2, 3, 5 Funded by: Title 1A		Funded by: LCFF/SC Professional Development (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A

LCAP Year 2: 2016-17		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	Pre/Post Test TABE score in ELA and Math	10% increase in post test scores in TABE ELA and MATH
	CAHSEE pass rate in ELA and Math	5% increase in CAHSEE pass rate in ELA and Math
	Number of Kuder Navigator portfolios completed	100% of 12 th grade graduates will complete a KN portfolio
	Number of high school graduates who are employed	10% increase in number of students that obtain employment from prior year.
	Number of 8 th graders on track to graduate	5% more 8 th graders will be on track to graduate
	Number of high school graduates that go on to higher education or	10% increase in numbers of graduates that go on to advanced training, higher education

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Invite Independent Living Skills (ILS) to utilize CCS sites to provide workshops</p> <p>Work Experience</p> <p>Continue to ensure court school youth transcripts are received in a timely manner to provide curriculum towards graduation or credit retention.</p> <p>Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each following semester.</p> <p>Pursue the development of peer tutors in the classroom programs.</p> <p><u>Special Education Students-</u> Convene transition IEP meetings.</p> <p>Prepare referral to Transition Partnership Program (TPP) for all appropriate IEP youth.</p> <p>Deliver instruction using a Co-Teaching model with Resource and General Education Teachers.</p> <p>Request court school IEPs in a timely manner to ensure students IEPs are being adhered to in accordance with the law.</p> <p>Request all appropriate student information such as 504 plans, IEPs, credit checks, and attendance records are available at the initial referral screening.</p>			<p>Paid work experience \$7,000.00 Goals 1, 2, 3, 5 Funded By: CSVP Grant</p> <p>Resource Teachers (.60FTE) \$65,363.11 Goals 1, 2, 3, 5 Funded by: RSP LCFF</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>English Language Learners-</u> CCS teachers will utilize SDAIE methods of instruction to ensure English Language Learners are provided with services they need to access the general education curriculum.</p> <p>English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed.</p> <p><u>Foster Youth CCS</u> The Foster Youth Coordinator will provide opportunities to include field trips to local colleges, and vocational tech opportunities locally and regionally</p> <p>FY coordinator will arrange for presentations to be held at the</p>		<p><u>_</u>ALL</p> <p>OR:</p> <p><u>_</u>Low Income pupils <u>X</u>English Learners <u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) Native American</p>	<p><u>English Language Learners-</u></p> <p>Professional Development (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A</p> <p>.10FTE CELDT Teacher (Included Above) Goals 1, 2, 3, 5 Funded by: LCFF S/C</p> <p>Teachers (Included Above) Goal 1, 2, 3, 5 Funded by: LCFF Title 2A</p> <p>Instructional Aides (Included Above) Goal 1, 2, 3, 5 Funded by: Title 1A Title 1D LCFF S/S LCFF</p> <p><u>Foster Youth</u> Foster Youth Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>HCOE CCS school campuses that provide information pertaining to college enrollment and financial aid.</p> <p>FY Coordinator will connect Foster Youth with Regional Occupation Program opportunities.</p> <p>FY Coordinator will collaborate with the Humboldt County Independent Living Skills Program (ILS) and Transition Aged Youth (TAY) for workshops on financial literacy, household management skills, relationship building skills.</p> <p>FY Coordinator will work with AB12 eligible youth (non minor dependents that elect to remain in foster care past the age of 18) with all appropriate agencies to include tribal social services.</p> <p><u>RFEP-</u> CCS teachers will utilize SDAIE methods of instruction to ensure RFEP'd English Language Learners are provided with services they may still need to access the general education curriculum.</p> <p><u>Native American Youth</u> Work collaboratively with case management support providers and counselors at the school site through ongoing communication and collaboration with local tribal agencies. Develop procedures and timelines for providing regular information for Native American youth about cultural events and activities that are going on locally. Develop systems and strategies to permit Native American youth to participate in Yurok tutoring available at a local Eureka school</p>			<p>Bus Tickets \$1075.00 Goals 4A, 4B Funded by: LCFF S/C</p> <p>Motor Pool \$2709.00 Goals 1, 4A, 4B, 5 Funded by: LCFF S/C</p> <p>Field trip lunches/food costs \$376.25 Goals 1, 2, 3, 4A, 4B, 5 Funded by: LCFF</p> <p>Foster Focus Program \$1230.27 Goals 4A, 4B Funded by: LCFF</p> <p><u>RFEP</u> Interpreters (Included Above) Goal 3 Funded by: LCFF/SC</p> <p>Professional Development (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
site on Tuesday and Thursday afternoons.			

LCAP Year 3: 2017-18		
Expected Annual Measurable Outcomes:	Metric	Outcome
	Pre/Post Test TABE score in ELA and Math	10% increase in post test scores in TABE ELA and MATH
	CAHSEE pass rate in ELA and Math	5% increase in CAHSEE pass rate in ELA and Math
	Number of Kuder Navigator portfolios completed	100% of 12 th grade graduates will complete a KN portfolio
	Number of high school graduates who are employed	10% increase in number of students that obtain employment from prior year.
	Number of 8 th graders on track to graduate	5% more 8 th graders will be on track to graduate
	Number of high school graduates that go on to higher education or advanced training.	10% increase in numbers of graduates that go on to advanced training, higher education
	Williams as reported on SARC	100% of students have access to standards-aligned instructional materials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Character Based Literacy All Teachers will be Highly Qualified.		<u> X </u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u>Native American</u>	Character Based Literacy usage fee \$2,150.00 Goals 1, 2, 3, 5 Funded By: Lottery Professional development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Learning Communities</p> <p>Kuder Navigator</p> <p>Utilize social media to connect to prior CCS graduates to report progress made on the measures of enrollment in college and job acquisition.</p> <p>Investigate the potential opportunity to engage with the Job Market to provide presentations to all CCS youth</p> <p>Invite College of the Redwoods Equal Opportunity Program staff to attend and provide presentations at scheduled Family Nights</p> <p>College of the Redwoods will provide a "For-credit" CR class at our Court and Community School sites to help prepare youth for junior college.</p> <p>Invite Independent Living Skills (ILS) to utilize CCS sites to provide workshops</p> <p>Work Experience</p> <p>Continue to ensure court school youth transcripts are received in a timely manner to provide curriculum towards graduation or credit retention.</p>			<p>(Included Above) Goals 1, 2, 3, 5 Funded By: Title 1A</p> <p>INS FEE \$42,015.48 Goals 1, 2, 3, 5 Funded by: HL FY LCFF Title 2A REAP</p> <p>Paid work experience \$7,000.00 Goals 1, 2, 3, 5 Funded By: CSVP Grant</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each following semester.</p> <p>Pursue the development of peer tutors in the classroom programs.</p> <p>Special Education Students- Convene transition IEP meetings.</p> <p>Prepare referral to Transition Partnership Program (TPP) for all appropriate IEP youth.</p> <p>Deliver instruction using a Co-Teaching model with Resource and General Education Teachers.</p> <p>Request court school IEPs in a timely manner to ensure students IEPs are being adhered to in accordance with the law.</p> <p>Request all appropriate student information such as 504 plans, IEPs, credit checks, and attendance records are available at the initial referral screening.</p>			<p>Resource Teachers (.60FTE) \$65,363.11 Goals 1, 2, 3, 5 Funded by: RSP LCFF</p>
<p>English Language Learners- CCS teachers will utilize SDAIE methods of instruction to ensure English Language Learners are provided with services they need to access the general education curriculum.</p> <p>English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed.</p>		<p><u>__</u>ALL OR: <u>__</u>Low Income pupils <u> </u>X English Learners <u>__</u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u> </u>Native American</p>	<p>English Language Learners- Professional Development (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A .10FTE CELDT Teacher (Included above) Goals 1, 2, 3, 5</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Foster Youth CCS</u> The Foster Youth Coordinator will provide opportunities to include field trips to local colleges, and vocational tech opportunities locally and regionally</p> <p>FY coordinator will arrange for presentations to be held at the HCOE CCS school campuses that provide information pertaining to college enrollment and financial aid.</p> <p>FY Coordinator will connect Foster Youth with Regional Occupation Program opportunities.</p> <p>FY Coordinator will collaborate with the Humboldt County Independent Living Skills Program (ILS) and Transition Aged Youth (TAY) for workshops on financial literacy, household management skills, relationship building skills.</p>			<p>Funded by: LCFF S/C</p> <p>Teachers \$933,271.26 Goal 1, 2, 3, 5 Funded by: LCFF Title 2A</p> <p>Instructional Aides \$340,430.45 Goal 1, 2, 3, 5 Funded by: Title 1A Title 1D LCFF S/S LCFF</p> <p><u>Foster Youth</u> Foster Youth Coordinator \$40,770.87 Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Bus Tickets (Included Above) Goals 4A, 4B Funded by: LCFF</p> <p>Motor Pool \$2,844.45 Goals 1, 4A, 4B, 5 Funded by: LCFF</p> <p>Field trip lunches/food costs (Included Above)</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>FY Coordinator will work with AB12 eligible youth (non minor dependents that elect to remain in foster care past the age of 18) with all appropriate agencies to include tribal social services.</p> <p>RFEP- CCS teachers will utilize SDAIE methods of instruction to ensure RFEP'd English Language Learners are provided with services they may still need to access the general education curriculum.</p> <p>Native American Youth Work collaboratively with case management support providers and counselors at the school site through ongoing communication and collaboration with local tribal agencies. Develop procedures and timelines for providing regular information for Native American youth about cultural events and activities that are going on locally. Develop systems and strategies to permit Native American youth to participate in Yurok tutoring available at a local Eureka school site on Tuesday and Thursday afternoons.</p>			<p>Goals 1, 2, 3, 4A, 4B, 5 Funded by: LCFF</p> <p>Foster Focus Program \$1,254.88 Goals 4A, 4B Funded by: LCFF</p> <p>RFEP Interpreters (Included Above) Goal 3 Funded by: LCFF/SC</p> <p>Professional Development (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A</p>

<p>GOAL:</p>	<p>Goal #4A Facilitate the increase of coordination and inter-agency collaboration of educational services in order to improve the academic achievement of Foster Youth countywide.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__<u>X</u></p>
	<p>Goal #4B Facilitate the understanding for the Humboldt County LEA (districts) the laws and their specific obligations under the current laws of LCFF and AB490 to support the education of FY in their schools.</p>	<p>Local: Specify _____</p>

Identified Need:	<p>Need #4A Foster Youth experience a lack of academic achievement due to high school mobility, gaps in attendance, higher incidence of trauma and social/emotional issues, and a lack of consistent adult involvement in their education. Due to lack of agency coordination and communication in Humboldt County, districts lack critical information regarding Foster Youth and are unable to identify Foster Youth in a timely manner, identify their individual educational status and needs, and identify key supporters, such as educational rights holders, social workers, care givers and/or attorneys.</p>	
	<p>Need #4B Foster Youth experience a high rate of school transfers, delays in enrollment, timely transfer of educational records, lack of appropriate classes and often do not receive appropriate partial credit.</p>	
Goal Applies to:	Schools:	All LEAs within Humboldt County
	Applicable Pupil Subgroups:	Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>#4A Foster Focus data and/or district attendance and discipline (suspensions and expulsions) records that provide monthly reports.</p>	30% of the LEAs will provide monthly information on attendance and discipline for each Foster Youth.
	<p>Graduation rate tracking records from Foster Focus data and/or districts for 8th and 12th grade Foster Youth students.</p>	100% of the transcripts of identified foster youth will be monitored.
	<p>#4B Number of districts, Foster Youth Liaisons and school staff participating in trainings.</p>	30% of LEAs will participate 30% of Foster Youth Liaisons will participate 10% of school support staff will participate
	<p>A log of materials distributed to Foster Youth regarding educational rights.</p>	75% of identified Foster Youth will receive information regarding educational rights.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#4A Implement the Foster Focus Data System in Humboldt County in order to better track completion of MOU, identification and school placement in CALPADS, educational progress/outcomes, attendance and behavior/discipline records, enrollment, partial credits, and timely transfer of records.</p>	<p>ALL LEAS WITHIN HUMBOLDT COUNTY</p>	<p><input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>	<p>Student Services Coordinator \$39,515.48 Goals 1, 2, 3, 4A, 4B, 5 Funder by: FY Grant</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Participate in multi-agency collaborations for FY educational services in Humboldt County through Family Intervention Team (FIT) weekly meetings, School Attendance Review Board (SARB) meetings, Student Study Team (SST) meetings, IEP/Special Education meetings, and Family Team Meetings.</p> <p>Case Consultations and Advocacy via Education LEA placement agency and other FY support agencies through school of origin process, immediate enrollment, timely transfer of education/health records, partial credit, participation in available enrichment/extra-curricular activities, and post-secondary application/connections.</p> <p>Sign a contract with Sacramento COE to utilize Foster Focus data management program</p> <p>FY Coordinator will develop an MOU to be approved by HCOE; DHHS, Probation, and the Juvenile court in order to share information found within the Foster Focus Program</p> <p>Provide training to all LEA Districts on use of monthly attendance reports for FY</p> <p>Investigate how large districts track and address FY in preschool and AB12 FY in college. (Staff time and data system)</p> <p>Investigate various training opportunities utilizing various methods of delivery.</p>		<p>proficient ___Other Subgroups:(Specify)</p>	<p>Student Services Technician \$8216.93 Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant \$47,189 Funded by: LCFF S/C</p> <p>Foster Focus Data Management contract Fee: (Included Above) Goals 4A, 4B Funded by: LCFF</p> <p>Training Materials \$500.00 Goals 4A, 4B Funded by: FY Grant</p> <p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funder by: FY Grant</p> <p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The FY Coordinator will advocate, promote and facilitate training for all FY liaisons to be aware of all laws as it pertains to AB490.</p> <p>#4B Provide cross agency training/professional development/technical assistance to improve the understanding and implementation of the LCFF/AB490 educational requirements throughout Humboldt County.</p> <p>Training and Professional Development: Schools/LEA Countywide including pre-school, K-12, post-secondary; Admin, FY Liaisons/School Support Staff; Child Welfare, Probation, Tribal and Juvenile Court Staff; Community based Youth Service Agencies including CASA, RCAA-YSB, Foster Parent Associations, Quarterly FY Liaison meetings.</p> <p>Participate as active partner in Countywide Advisory Group – Humboldt County Foster Youth Education Steering Committee (includes HCOE, Juvenile Court Judge, County Counsel, DHHS, Probation, Tribal, TAY, Foster Youth CASA, HSU, C/R); Higher Education Sub-committee (HSU, C/R, ILS, TAY, HCOE, CWS, Probation); Development and publication of the Humboldt County Interagency Guide For Children and Youth in Foster Care (3rd ed).</p> <p>Maintenance of webpage devoted to FY Education resources and information including links to programs in the community and at the State level; LCFF/AB490; “Tool kit;” Factsheet Guide.</p> <p>Participate in other community partnerships which support FY and their education such as Humboldt Housing Homeless Coalition (bi-monthly), Independent Living Skills (ILS) and Transition Age Youth (TAY) which are bi-weekly and project-based collaborations.</p> <p>Foster Youth Coordinator will distribute educational rights</p>			<p>Foster Focus Data Management System Fee: (Included Above) Goals 4A, 4B Funded by: LCFF</p> <p>Training Materials \$500.00 Goals 4A, 4B Funded by: FY Grant</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>information cards to Foster Youth bi-annually.</p> <p>Assist LEAs in providing for the timely transfer of FY health and educational records within 2 days.</p> <p>Provide all LEAs within Humboldt County 4 trainings annually on AB490</p>			

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>#4A Foster Focus data and/or district attendance and discipline (suspensions and expulsions) records that provide monthly reports.</p> <p>Graduation rate tracking records from Foster Focus data and/or districts for 8th and 12th grade Foster Youth students.</p> <p>#4B Number of districts, Foster Youth Liaisons and school staff participating in trainings.</p> <p>A log of materials distributed to Foster Youth regarding educational rights.</p>	<p>60% of the LEAs will provide monthly information on attendance and discipline for each Foster Youth.</p> <p>100% of the transcripts of identified foster youth will be monitored.</p> <p>60% of LEAs will participate 60% of Foster Youth Liaisons will participate 20% of school support staff will participate</p> <p>80% of identified Foster Youth will receive information regarding educational rights.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#4A Implement and coordinate the Foster Focus Data System in Humboldt County in order to better track completion of MOU, identification and school placement in CALPADS, educational progress/outcomes, attendance and behavior/discipline records, enrollment, partial credits, and timely transfer of records.</p> <p>Participation in multi-agency collaborations for FY educational services in Humboldt County through Family Intervention Team (FIT) weekly meetings, School Attendance Review Board (SARB) meetings, Student Study Team (SST) meetings, IEP/Special Education meetings, and Family Team Meetings.</p> <p>Case Consultations and Advocacy via Education LEA placement agency and other FY support agencies through school of origin process, immediate enrollment, timely transfer of education/health records, partial credit, participation in available enrichment/extra-curricular activities, and post-secondary application/connections.</p> <p>Sign a contract with Sacramento COE to utilize Foster Focus Program</p> <p>FY Coordinator will develop an MOU to be approved by HCOE; DHHS, Probation, and the Juvenile court in order to share information found within the Foster Focus Program</p> <p>Provide training to all LEA Districts on use of monthly attendance reports for FY</p> <p>Provide training to all LEA Districts on use of monthly attendance reports for FY</p> <p>Provide support for FY in preschool and AB12 FY in college to the extent possible based on models researched in 2015-16. (Staff time and data system)</p>	<p>All LEAs within Humboldt County</p>	<p><input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funder by: FY Grant</p> <p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Foster Focus Data Management System Fee: (Included Above) Goals 4A, 4B Funded by: LCFF</p> <p>Training Materials \$500.00 Goals 4A, 4B Funded by: FY Grant</p> <p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funder by:</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide training opportunities utilizing various methods of delivery.</p> <p>The FY Coordinator will advocate, promote and facilitate training for all FY liaisons to be aware of all laws as it pertains to AB490.</p> <p>#4B</p> <p>Provide cross agency training/professional development/technical assistance to improve the understanding and implementation of the LCFF/AB490 FY educational requirements throughout Humboldt County.</p> <p>Training and Professional Development: Schools/LEA Countywide including pre-school, K-12, post-secondary; Admin, FY Liaisons/School Support Staff; Child Welfare, Probation, Tribal and Juvenile Court Staff; Community based Youth Service Agencies including CASA, RCAA-YSB, Foster Parent Associations, Quarterly FY Liaison meetings.</p> <p>Participation as active partner in Countywide Advisory Group – Humboldt County Foster Youth Education Steering Committee (includes HCOE, Juvenile Court Judge, County Counsel, DHHS, Probation, Tribal, TAY, Foster Youth CASA, HSU, C/R); Higher Education Sub-committee (HSU, C/R, ILS, TAY, HCOE, CWS, Probation); Development and publication of the Humboldt County Interagency Guide For Children and Youth in Foster Care (3rd ed).</p> <p>Maintenance of webpage devoted to FY Education resources and information including links to programs in the community and at the State level; LCFF/AB490; “Tool kit;” Factsheet Guide.</p> <p>Participation in other community partnerships which support FY and their education such as Humboldt Housing Homeless Coalition (bi-monthly), Independent Living Skills (ILS) and Transition Age Youth (TAY) which are bi-weekly and project-based collaborations.</p>			<p>FY Grant</p> <p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Training Materials \$500.00 Goals 4A, 4B Funded by: FY Grant</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Foster Youth Coordinator will distribute educational rights information cards to Foster Youth bi-annually.</p> <p>Assist LEAs in providing for the timely transfer of FY health and educational records within 2 days.</p> <p>Provide all LEAs within Humboldt County 4 trainings annually on AB490</p>			

LCAP Year 3: 2017-18		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>#4A Foster Focus data and/or district attendance and discipline (suspensions and expulsions) records that provide monthly reports.</p> <p>Graduation rate tracking records from Foster Focus data and/or districts for 8th and 12th grade Foster Youth students.</p> <p>#4B Number of districts, Foster Youth Liaisons and school staff participating in trainings.</p> <p>A log of materials distributed to Foster Youth regarding educational rights.</p>	<p>90% of the LEAs will provide monthly information on attendance and discipline for each Foster Youth.</p> <p>100% of the transcripts of identified foster youth will be monitored.</p> <p>90% of LEAs will participate 90% of Foster Youth Liaisons will participate 25% of school support staff will participate</p> <p>80% of identified Foster Youth will receive information regarding educational rights.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#4A Implement and coordinate the Foster Focus Data System in Humboldt County in order to better track completion of MOU, identification and school placement in CALPADS, educational progress/outcomes, attendance and behavior/discipline records, enrollment, partial credits, and timely transfer of records.</p> <p>Participation in multi-agency collaborations for FY educational services in Humboldt County through Family Intervention Team (FIT) weekly meetings, School Attendance Review Board (SARB) meetings, Student Study Team (SST) meetings, IEP/Special Education meetings, and Family Team Meetings.</p> <p>Case Consultations and Advocacy via Education LEA placement agency and other FY support agencies through school of origin process, immediate enrollment, timely transfer of education/health records, partial credit, participation in available enrichment/extra-curricular activities, and post-secondary application/connections. Sign a contract with Sacramento COE to utilize Foster Focus Program</p> <p>Sign a contract with Sacramento COE to utilize Foster Focus Program</p> <p>FY Coordinator will develop an MOU to be approved by HCOE; DHHS, Probation, and the Juvenile court in order to share information found within the Foster Focus Program</p> <p>Provide training to all LEA Districts on use of monthly attendance reports for FY</p> <p>Provide training to all LEA Districts on use of monthly attendance reports for FY</p>	<p>All LEAs within Humboldt County</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funder by: FY Grant</p> <p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Foster Focus Data Management System Fee: (Included Above) Goals 4A, 4B Funded by: LCFF</p> <p>Training Materials \$500.00 Goals 4A, 4B Funded by: FY Grant</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue or adapt support for FY in preschool and AB12 FY in college. (Staff time and data system)</p> <p>Provide training opportunities utilizing various methods of delivery.</p> <p>The FY Coordinator will advocate, promote and facilitate training for all FY liaisons to be aware of all laws as it pertains to AB490.</p> <p>#4B Provide cross agency training/professional development/technical assistance to improve the understanding and implementation of the LCFF/AB490 FY educational requirements throughout Humboldt County.</p> <p>Training and Professional Development: Schools/LEA Countywide including pre-school, K-12, post-secondary; Admin, FY Liaisons/School Support Staff; Child Welfare, Probation, Tribal and Juvenile Court Staff; Community based Youth Service Agencies including CASA, RCAA-YSB, Foster Parent Associations, Quarterly FY Liaison meetings.</p> <p>Participation as active partner in Countywide Advisory Group – Humboldt County Foster Youth Education Steering Committee (includes HCOE, Juvenile Court Judge, County Counsel, DHHS, Probation, Tribal, TAY, Foster Youth CASA, HSU, C/R); Higher</p>			<p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funder by: FY Grant</p> <p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Foster Focus Data Management System Fee: (Included Above) Goals 4A, 4B Funded by: LCFF</p> <p>Training Materials \$500.00 Goals 4A, 4B Funded by: FY Grant</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Education Sub-committee (HSU, C/R, ILS, TAY, HCOE, CWS, Probation); Development and publication of the Humboldt County Interagency Guide For Children and Youth in Foster Care (3rd ed).</p> <p>Maintenance of webpage devoted to FY Education resources and information including links to programs in the community and at the State level; LCFF/AB490; "Tool kit;" Factsheet Guide.</p> <p>Participation in other community partnerships which support FY and their education such as Humboldt Housing Homeless Coalition (bi-monthly), Independent Living Skills (ILS) and Transition Age Youth (TAY) which are bi-weekly and project-based collaborations.</p> <p>Foster Youth Coordinator will distribute educational rights information cards to Foster Youth bi-annually.</p> <p>The HCOE FY Coordinator will investigate alternative methods for training delivery.</p> <p>Assist LEAs in providing for the timely transfer of FY health and educational records within 2 days.</p> <p>Provide all LEAs within Humboldt County 4 trainings annually on AB490</p> <p>Investigate alternative methods for training delivery.</p>			

GOAL:	<p><u>Goal 5</u> Expelled youth that are enrolled in a HCOE CCS program will be informed of their expulsion stipulations, the requirement to return back to their district of residence and their individual progress towards that goal quarterly.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__X__ 10__</p>
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Districts will become aware of policies and procedures for serving expelled youth as outlined in the county-wide expulsion plan and through on-going communication with C/CS administration.

Local: Specify _____

Identified Need: As of March 31, 2015
 Number of expelled youth referred = 12
 Number of expelled youth that have returned to their DOR = 6
 Number of meetings held with expelled youth about expulsion requirements to return to DOR = 24

Educational Services are provided to 100% of enrolled, expelled youth.

Goal Applies to: **Schools:** Expelled youth enrolled in HCOE CCS

Applicable Pupil Subgroups: Expelled Youth

LCAP Year 1: 2015-16

	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	Log of meetings of families of expelled youth referred to HCOE C/CS CALPADS records of transfers of expelled youth referred to HCOE C/CS	100% of expelled youth will participate in a meeting with parents/guardian and school staff to review credits, attendance and behavior as it pertains to returning to their DOR The number of expelled youth that return to their District of Residence or graduate will increase as compared to 2014-2015

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCS Staff will ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment. Twice annual letters to all districts will be provided to ensure district staff are aware of referral processes and appropriate forms to use for the school year and summer. Staff will meet monthly to communicate about currently enrolled expelled youth to ensure all staff are aware of who they are and their specific needs to return to the DOR.	Expelled youth enrolled at HCOE CCS	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Expelled Youth</u>	Two Student assistance Counselors (Included Above) Goals 1, 2, 3 Funded By: LCFF S/C TUPE REAP Senior Office Clerk (Included Above) Goals 1, 2, 3, 5

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Educational Services will be provided to all enrolled, expelled youth.</p> <p>Attendance behavior and credit completion data will be monitored quarterly for all expelled community school students</p> <p>CCS Staff will refer expelled youth back to their District of Residence upon meeting expulsion requirements outlined in the expulsion agreement.</p> <p>Mileage reimbursement for parents that don't have access to public transportation, yet still need to get their child to a community school.</p> <p>Review with parents requirements that must be met in order to re-enroll in the district of residence.</p>			<p>Funded By: LCFF S/C</p> <p>Instructional Office Clerk (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Registrar (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF</p> <p>Teachers (Included Above) Goals 1, 2, 3, 5 Funded by: LCFF Title 2A</p> <p>Instructional Aides (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A, Title 1D, LCFF S/C LCFF</p> <p>Parent transportation to school site Mileage reimbursement Goal 5 Funded by: LCFF/SC</p> <p>Truancy Incentive Program</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>CCS Principal will organize a team of District representatives willing to collaborate and work together on developing a county wide system for coordinating services for Expelled youth and for awarding partial credit for course work.</p>			<p>items/reward/bus tickets \$36,854.93 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Probation Officer (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<u>Metric</u>		<u>Outcome</u>
	<p>Log of meetings of families of expelled youth referred to HCOE C/CS</p> <p>CALPADS records of transfers of expelled youth referred to HCOE C/CS</p>	<p>100% of expelled youth will participate in a meeting with parents/guardian and school staff to review credits, attendance and behavior as it pertains to returning to their DOR</p> <p>The number of expelled youth that return to their District of Residence or graduate will increase as compared to 2015-2016</p>	
<p>CCS Staff will ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment.</p> <p>Twice annual letters to all districts will be provided to ensure district staff are aware of referral processes and appropriate forms to use for the school year and summer.</p> <p>Staff will meet monthly to communicate about currently enrolled expelled youth to ensure all staff are aware of who they are and their specific needs to return to the DOR.</p> <p>Educational Services will be provided to all enrolled, expelled youth.</p>	<p>Expelled youth enrolled at HCOE CCS</p>	<p><u>__ALL</u></p> <p>OR:</p> <p><u>__Low Income pupils</u> <u>__English Learners</u> <u>__Foster Youth</u> <u>__Redesignated fluent English proficient</u> <u>X</u> <u>Other Subgroups:(Specify)</u> <u>__Expelled Youth</u></p>	<p>Two Student assistance Counselors (Included Above) Goals 1, 2, 3 Funded By: LCFF S/C TUPE REAP</p> <p>Senior Office Clerk (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Attendance behavior and credit completion data will be monitored quarterly for all expelled community school students</p> <p>CCS Staff will refer expelled youth back to their District of Residence upon meeting expulsion requirements outlined in the expulsion agreement.</p> <p>Mileage reimbursement for parents that don't have access to public transportation, yet still need to get their child to a community school.</p> <p>Review with parents requirements that must be met in order to re-enroll in the district of residence.</p>			<p>Instructional Office Clerk (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Registrar (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF</p> <p>Teachers (Included Above) Goals 1, 2, 3, 5 Funded by: LCFF Title 2A</p> <p>Instructional Aides (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A, Title 1D, LCFF S/C LCFF</p> <p>Parent transportation to school site Mileage reimbursement Goal 5 Funded by: LCFF/SC</p> <p>Truancy Incentive Program items/reward/bus tickets \$36,854.93</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>CCS Principal will organize a team of District representatives willing to collaborate and work together on implementing a county wide system for coordinating services for Expelled youth and for awarding partial credit for course work.</p>			<p>Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Probation Officer (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Log of meetings of families of expelled youth referred to HCOE C/CS</p> <p>CALPADS records of transfers of expelled youth referred to HCOE C/CS</p>	<p>100% of expelled youth will participate in a meeting with parents/guardian and school staff to review credits, attendance and behavior as it pertains to returning to their DOR</p> <p>The number of expelled youth that return to their District of Residence or graduate will increase as compared to 2016-2017</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>CCS Staff will ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment.</p> <p>Twice annual letters to all districts will be provided to ensure district staff are aware of referral processes and appropriate forms to use for the school year and summer.</p> <p>Staff will meet monthly to communicate about currently enrolled expelled youth to ensure all staff are aware of who they are and their specific needs to return to the DOR.</p>	<p>Expelled youth enrolled at HCOE CCS</p>	<p><u>__</u>ALL</p> <p>OR:</p> <p><u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify)<u>__</u>Expelled Youth</p>	<p>Two Student assistance Counselors (Included Above) Goals 1, 2, 3 Funded By: LCFF S/C TUPE REAP</p> <p>Senior Office Clerk (Included Above) Goals 1, 2, 3, 5 Funded By:</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Educational Services will be provided to all enrolled, expelled youth.</p> <p>Attendance behavior and credit completion data will be monitored quarterly for all expelled community school students</p> <p>CCS Staff will refer expelled youth back to their District of Residence upon meeting expulsion requirements outlined in the expulsion agreement.</p> <p>Mileage reimbursement for parents that don't have access to public transportation, yet still need to get their child to a community school.</p> <p>Review with parents requirements that must be met in order to re-enroll in the district of residence.</p>			<p>LCFF S/C</p> <p>Instructional Office Clerk (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Registrar (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF</p> <p>Teachers (Included Above) Goals 1, 2, 3, 5 Funded by: LCFF Title 2A</p> <p>Instructional Aides (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A, Title 1D, LCFF S/C LCFF</p> <p>Parent transportation to school site Mileage reimbursement Goal 5 Funded by: LCFF/SC</p> <p>Truancy Incentive Program items/reward/bus tickets</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>CCS Principal will organize a team of District representatives willing to collaborate and work together on monitoring the county wide system for coordinating services for Expelled youth and for awarding partial credit for course work and updating procedures as needed.</p>			<p>\$36,854.93 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Probation Officer (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

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

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #1 All students will attend school in accordance with the Community School behavior contract, signed at initial enrollment.</p>		<p>Related State and/or Local Priorities: 1_X 2__ 3__ 4_X 5_X 6_X 7__ 8_X COE only: 9_X 10_X Local : Specify _____</p>
<p>Goal Applies to:</p>		<p>Schools: Eureka Community, Eel River Community, Von Humboldt, New Horizons, Southern Humboldt Community</p>	<p>Applicable Pupil Subgroups: All</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric Monthly program attendance reports will be reviewed to identify attendance percentage for each program</p> <p>100% of facilities will be in good repair, as annually measured.</p> <p>Student suspension rates will be documented.</p>	<p>Outcome HCOE classroom programs will identify a baseline attendance percentage during year one of LCAP implementation.</p> <p>HCOE ISP programs will identify a baseline attendance percentage during year one of LCAP implementation.</p> <p>HCOE Court School classroom will identify a baseline of numbers of school refusals in year one of LCAP implementation.</p> <p>100% of facilities will be in good repair</p> <p>Baseline suspension data reported for year 1</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Baseline attendance as month 6: ERC #1 = 80% #2 = 77% #3 = 87% ERC ISP = 73% JH = 99% RF = 99% ERCS = 81% ERCS ISP = 72% Southern H = 70%</p> <p>Court School Refusals JH = 2 RF = 0</p> <p>100% are in good repair</p> <p>Baseline as of Month 6 ERC 34 suspensions 23 students 60 days</p>

				<p><u>ERCS</u> 7 suspensions 7 students 13 days</p> <p><u>JH</u> 37 suspensions 18 students 52 days</p> <p><u>RF</u> 2 suspensions 2 students 3 days</p> <p><u>SH</u> 0 suspensions</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement Truancy plan	<p>Two Student assistance Counselors will provide information to all students on Alcohol and other drugs, family counseling, 1:1 counseling, conflict mediation, referral to treatment as needed, and overall case management.</p> <p>Counseling will address truancy issues and Home visits. \$142,464.00 Goals 1, 2, 3 Funded By: LCFF S/C TUPE REAP</p> <p>Senior Office Clerk will assist registrar in management of daily student enrollment in PROMIS, CALPADS, P1, P2, Annual Ada reporting \$55,111.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>Implemented Truancy Plan to work with youth on reduction of truancy. Truancy plan includes: <u>Incentives for positive attendance</u></p> <ul style="list-style-type: none"> • Weekly lunch incentive • Monthly prize bucket incentive- \$5.00 item and drawing for computer for home usage • Quarterly prize bucket incentive- \$10.00 item • Semester iPod for perfect attendance • Annual iPad for perfect attendance <p>Provided bus tickets to remove transportation barriers</p> <p>Senior Office Clerk provided assistance to registrar in management of daily student enrollment in PROMIS, CALPADS, P1, P2, Annual ADA</p>	<p>Two Student assistance Counselors \$153,496.12 Goals 1, 2, 3 Funded By: LCFF S/C TUPE REAP</p> <p>Senior Office Clerk \$56,979.88 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

	<p>Instructional Office clerk to provide transcript feedback to students and parents, enter weekly hours and credits earned from all programs</p> <p>\$50,655.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Registrar to oversee student enrollment, records requests, student attendance data within PROMIS</p> <p>\$59,977 Goals 1, 2, 3, 5 Funded By: LCFF</p> <p>Truancy Incentive Program items/reward/bus tickets \$6450 Goals 1, 2, 3 Funded By: LCFF S/C</p> <p>Motor Pool to support student transportation to school 20,000.00</p>	<p>Instructional Office Clerk provided transcript feedback to students and parents, and entered weekly hours and credits earned from all programs</p> <p>Registrar tracked student enrollment, records requests, student attendance data within PROMIS</p> <p>(See description of actual actions above)</p>	<p>Instructional Office Clerk \$52,153.49 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Registrar 52,281.35 Goals 1, 2, 3, 5 Funded By: LCFF</p> <p>Truancy Incentive Program items/reward/bus tickets 36,854.93 Goals 1, 2, 3 Funded By: LCFF S/C</p> <p>Motor Pool to support student transportation to school \$21,394.65 Goals 1, 2, 3, 4A,</p>
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<p>Implement after school enrichment activities</p>	<p>Goals 1, 2, 3, 4A, 4B, 5 Funded By: Title 1A</p> <p>Homeless Grant FY Grant LCFF (\$4,975) After school enrichment \$3500.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>Implemented After School enrichment activities to include Coast League Basketball, surfing, running club.</p>	<p>4B, 5 Funded By: Title 1A</p> <p>Homeless Grant FY Grant LCFF (\$4,975) After school enrichment \$3500.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>
<p>Family Nights</p>	<p>Family Night \$3,763.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>Family Nights- 3-4 times annually in which food was offered and families were invited to connect and talk about projects occurring at school, upcoming events, meet staff and develop ongoing relationships to enhance student and family engagement.</p>	<p>Family Night \$3,762.09 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>
<p>Hands on learning opportunities</p>	<p>Blue Ox Contract \$10,000.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>Hands on learning opportunities at the Blue Ox Mill provided Community School students an opportunity to learn blacksmithing, lathe work, textiles, ceramics, photography and other hands on learning opportunities as relevant to student need.</p>	<p>Blue Ox Contract \$3,010.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>
<p>Probation Officer</p>	<p>Probation Officer \$96,030.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>Probation Officer provided supervision support of probation youth.</p>	<p>Probation Officer \$89,330.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>
<p>Provide a satellite program in Southern Humboldt</p>	<p>Satellite Site in Southern Humboldt \$120,280.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>Satellite program in Southern Humboldt provided youth in the southern portion of the county a school site within reasonable distance from their residence.</p>	<p>Satellite Site in So. Humboldt \$124,176.61 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

<p>Provide additional teachers and instructional aides throughout all programs to keep student/staff ratio low to improve academic achievement.</p> <p>Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment.</p> <p>Collaborate with social service agencies involved with Foster Youth to provide for enhanced case management.</p>	<p>Instructional Aides \$115,965.00 Goals 1, 2, 3, 5 Funded By: Title 1A Title 1D LCFF S/C LCFF (\$53,097)</p> <p>6.4 FTE Teachers \$585,905.00 Goals 1, 2, 3, 5 Funded By: LCFF Title 2A</p> <p>Administrator to oversee program implementation \$172,385.00 Goals 1, 2, 3,4A, 4B, 5 Funded By: LCFF</p> <p>Student Services Coordinator \$34,937.00 (.5 FTE) Goals 1, 2, 3, 4A,4B, 5 Funded By: FY Grant \$34,937.00 (.5 FTE) McKinney Vento</p> <p>Student Services Technician \$26,539.00 (.51 FTE) Goals 1, 2, 3, 4A, 4B, 5 LCFF S/C</p>	<p>Provided high quality teachers and instructional aides throughout all programs to keep student/staff ratio low to improve academic achievement.</p> <p>Ensured expelled youth were apprised of the requirements to their district of residence at enrollment, and each semester following enrollment.</p> <p>Collaborated with social service agencies involved with Foster Youth to provide for enhanced case management.</p>	<p>Instructional Aides \$319,121.58 Goals 1, 2, 3, 5 Funded By: Title 1A Title 1D LCFF S/C LCFF (\$53,097)</p> <p>Teachers \$893,997.16 Goals 1, 2, 3, 5 Funded By: LCFF Title 2A</p> <p>Administrator \$175,782.18 Goals 1, 2, 3,4A, 4B, 5 Funded By: LCFF</p> <p>Student Services Coordinator \$76,413.17 Goals 1, 2, 3, 4A,4B, 5 Funded By: FY Grant</p> <p>Student Services Technician \$53,416.86 Goals 1, 2, 3, 4A, 4B, 5 LCFF S/C</p>
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<p>Investigate the option of adding breakfast to Classroom programs 5 days a week.</p> <p><u>Special Education Students-</u> Schedule additional IEP meetings as necessary to address Student attendance</p> <p><i>Develop Behavior plans to provide additional incentives for IEP youth to attend.</i></p>	<p>\$25,282.00 (.49 FTE) FY&McKinney Vento</p> <p>Resource Specialist (.20FTE) \$20,537.00 Goals 1, 2, 3, 5 Funded By: RSP LCFF</p>	<p>Investigated the option of adding breakfast to classroom programs 5 days a week, will implement in 2015-16.</p> <p><u>Special Education Students-</u> Scheduled additional IEP meetings as necessary to address student attendance.</p> <p>Developed Behavior plans that provided additional incentives for IEP youth to attend.</p>	<p><i>FY&McKinney Vento</i></p>
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<p>Scope of service:</p>	<p>Eureka Comm. Eel River Comm. Von Humboldt New Horizons Southern Humboldt</p>		<p>Scope of service:</p>	<p>Eureka Comm. Eel River Comm. Von Humboldt New Horizons Southern Humboldt</p>	
<p>X_ALL</p>			<p>X_ALL</p>		
<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>			<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		
<p>English Language Learners: Provide appropriate translators at all appointments. Use SDAIE strategies for English Language Learners. Foster youth CCS: The FY Coordinator and Assistant provide case management support services The FY coordinator will ensure appropriate transfer of all Health and Education records within 2 DAYS Re-designated Fluent English proficient pupils: Review CELDT scores and ELL Files to ensure appropriate CCS youth are reclassified appropriately. Native American Youth Work collaboratively with tribal case management support providers Develop procedures and timelines for providing regular information for Native American youth about cultural events. Develop systems and strategies for Native American youth to participate in Yurok tutoring</p>		<p>CELDT Teacher will manage CELDT assessments, results and management. (.10FTE) \$10,515.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>English Language Learners: Provided appropriate translators at all appointments. Used SDAIE strategies for English Language Learners. Foster youth CCS: The FY Coordinator and Assistant provided case management support services 90% of Health and Education records were transferred within 2 DAYS. The 10% that were not transferred within 2 days were direct result from a difficulty locating actual records at prior school sites. Re-designated Fluent English proficient pupils: Reviewed CELDT scores and ELL Files. CCS did not need to reclassify any youth as they were RFEP on entry or returned to district of residence prior to attaining progress sufficient for reclassification. Native American Youth Worked collaboratively with tribal case management support providers. Developed procedures and timelines for providing regular information for Native American youth about cultural events.</p>		<p>ELDT Teacher managed CELDT assessments, results and management. (.10FTE) \$10,675.58 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

		Connected with JOM tutoring program in Eureka to provide access for Native American Youth to access tutoring		
Scope of service:	<p>LEA wide and School-wide HCOE CCS program is School Wide Title I. All actions and services outlined for all CCS students at all CCS program locations are designed to meet the needs of low socioeconomic youth enrolled in a CCS program. <i>Eureka Comm.</i> <i>Eel River Comm.</i> <i>Von Humboldt</i> <i>New Horizons</i> <i>Southern Humboldt</i></p>		<p>LEA wide and School-wide HCOE CCS program is School Wide Title I. All actions and services outlined for all CCS students at all CCS program locations are designed to meet the needs of low socioeconomic youth enrolled in a CCS program. <i>Eureka Comm.</i> <i>Eel River Comm.</i> <i>Von Humboldt</i> <i>New Horizons</i> <i>Southern Humboldt</i></p>	
	<p><u> X </u> ALL</p> <p>OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Native American Youth</u></p>		<p><u> X </u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Truancy intervention plan was removed as an action from Native American Youth as a separate action item because it was identified as an action item for all students. Some metrics and goal language was edited to make it more clear. Goal wording for 2015-2016 was edited to create goals for attendance percentage increases based on baseline data acquisition in 2014-2015. Baseline data was identified and will be used to set outcomes for 2015-16.		
Original GOAL from prior year LCAP:	<p>Goal #2 All CCS students who are enrolled during the entire academic quarter will earn a minimum of 15 credits toward graduation from 8th and / or 12th grade.</p>	<p>Related State and/or Local Priorities: 1 <u> X </u> 2__ 3 <u> X </u> 4 <u> X </u> 5 <u> X </u> 6__ 7 <u> X </u> 8 <u> X </u> COE only: 9 <u> X </u> 10 <u> X </u></p> <p>Local : Specify _____</p>		
Goal Applies to:	Schools: <i>All</i>	Applicable Pupil Subgroups: <i>All</i>		

Expected Annual Measurable Outcomes:	<u>Metric</u> Grade cards will be reviewed quarterly to identify numbers of students that earn 15 or more credits	<u>Outcome</u> A base line of credits earned will be established during year one of LCAP implementation.	Actual Annual Measurable Outcomes:	Baselines were established for the following: <u>Number of students eligible to earn 15 credits</u> Qtr. 1 = 75 Qtr. 2 = 119 Qtr. 3= 118 <u>Number of students earned 15 or more credits</u> Qtr. 1 = 37 Qtr. 2 = 60 Qtr. 3=37 <u>Percentage of eligible 15 credit earners:</u> Quarter 1= 49% Quarter 2=50% Quarter 3=33% <u>100% of teachers are appropriately assigned.</u> <u>Number of Family members participating</u> <u>October</u> ERC = 56 ERCS = 24 <u>DECEMBER</u> ERC = 72 ERCS= NA <u>MARCH</u> ERC=48 ERCS=87
	Rate of teacher misassignment will be measured	<i>100% of teachers will be appropriately assigned annually</i>		
	Efforts to seek and promote parental involvement will be measured	<i>A baseline number of families that participate in family nights and SST will be measured</i>		
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Student Study Team (SST) meeting to develop an ILP plan to earn 15 credits each quarter.	CCS Program Secretary to support staff in tracking	Student Study Team (SST) meeting developed an ILP plan to earn 15 credits each quarter.	CCS Program Secretary to support staff in tracking	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Credit incentive plan	<p>attendance, credits and grades and arranging SST meetings as needed. \$55,897.00 Goals 1, 2, 3, 4A, 4B, 5</p> <p>Court School Extended Year \$65,137.00 Goals 1, 2, 3, 4A, 4B, 5 <i>Funded By: LCFE Title 1A</i></p> <p>Summer School for Community Schools \$25,000.00 Goals 2,3 <i>Funded by: Title IA</i></p>	<p>Credit incentive plan implemented to provide incentives for students to earn the appropriate amount of credits each academic quarter.</p> <p>Quarterly review of credits earned.</p> <p>SST meetings arranged for those not meeting expectations.</p> <p>Incentives provided to students earning appropriate credits and an Extended school year offered for court and community school students at regional locations.</p>	<p>attendance, credits and grades and arranging SST meetings as needed. \$54,479.88 Goals 1, 2, 3, 4A, 4B, 5</p> <p>Court School Extended Year \$37,832.03 Goals 1, 2, 3, 4A, 4B, 5 <i>Funded By: Title 1A, RS-3010, RS-0080</i></p> <p>Summer School for Community Schools \$27,082.74 Goals 2,3 <i>Funded by: : Title 1A, RS-3010, RS-0080</i></p>
Investigate California Youth Connected for potential tutoring services	<p>Goals 1, 2, 3, 5 <i>Funded By: LCFE S/C</i></p>	<p>California Youth Connected was contacted. To date there has been no interest in providing potential tutoring services</p>	<p>\$0</p>
Provide all students the opportunity to utilize new technology and learn 21 st century learning skills		<p>Provided all students the opportunity to utilize new technology and learn 21st century learning skills</p>	<p>21st Century</p>

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Hands on learning opportunities</p> <p>Implement after school enrichment opportunities</p> <p>Probation officer</p> <p>Provide a satellite program in Southern Humboldt</p> <p>Provide Independent Study Programs</p> <p>Meet with expelled youth and support network in order to ensure they are apprised of, and receive support in meeting the requirements to return to their district of residence.</p> <p>Special Education Students- IEP meetings to address academic concerns.</p>	<p>Resource Teachers (.20FTE) \$20,537.00 Goals 1, 2, 3, 5 Funded by: RSP LCFF</p>	<p>Hands on learning opportunities at the Blue Ox Mill were suspended mid year due to needed repair work at the site.</p> <p>Implemented after school enrichment opportunities- see goal 1 for narrative</p> <p>Probation officer – see goal 1 for narrative</p> <p>Provided a satellite program in Southern Humboldt - see goal 1 for narrative</p> <p>Provide Independent Study Programs – see goal 1 for narrative</p> <p>Met with expelled youth and support network in order to ensure they were apprised of, and receive support in, meeting the requirements to return to their district of residence.</p> <p>Special Education Students- IEP meetings were held to address academic concerns.</p>	<p>Learning Technician \$52,209.06 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Resource Teachers (.20FTE) (Included Above) Goals 1, 2, 3, 5 Funded by: RSP LCFF</p>

<p>Scope of service:</p> <p>HCOE CCS program is School Wide Title I. All actions and services outlined for all CCS students at all CCS program locations are designed to meet the needs of low socioeconomic youth enrolled in a CCS program.</p> <p><i>All</i></p>	<p>Scope of service:</p> <p>HCOE CCS program is School Wide Title I. All actions and services outlined are delivered school-wide, district-wide and county-wide for all CCS students at all CCS program locations are designed to meet the needs of low socioeconomic youth enrolled in a CCS program.</p>
<p><u>X</u>_ALL</p>	<p><u>X</u>_ALL</p>

<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)</p>		<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	
<p><u>English Language Learners-</u> Provide Interpreters for parents/guardians</p> <p><u>FOSTER YOUTH CCS</u> Invite Foster Youth Coordinator, and relevant multi agency support staff to SST's, ILP's or SART meetings to review credits earned, and academic progress. Provide case management services in accordance with AB97. HCOE FY Coordinator maintains Foster Focus database HCOE FY Coordinator will coordinate potential tutoring services</p>	<p><u>English Language Learners</u></p> <p>Professional Development for staff to improve all instructional strategies to include SDAIE \$12,819.00 Goals 2, 3, 5 <i>Funded By:</i> LCFF S/C</p> <p>CELDT Teacher (.10 FTE) \$10,725.30 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p><u>Foster Youth</u> Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: FY &McKinney Vento</p>	<p>Professional Development was provided for staff to improve all instructional strategies on Character based literacy, PLC, SEIS Spec Ed Conference, JJSAC, SDAIE. Staff also shared information collaboratively with others. (Costs for travel & conference, presenters, staff development time, additional in July)</p> <p><u>English Language Learners-</u> Provided Interpreters for parents/guardians</p> <p><u>FOSTER YOUTH CCS</u> Foster Youth Coordinator and other agency support staff met at SST's, ILP's or SART meetings to review credits earned, and academic progress. Provided case management services in accordance with AB97. HCOE FY Coordinator obtained a signed contract with SCOE; the MOU between DHHS and Humboldt County Probation and HCOE is still being reviewed for approval. HCOE FY Coordinator will coordinate potential tutoring services</p>	<p>Professional Development for staff to improve all instructional strategies to include SDAIE \$14,298.17 Goals 2, 3, 5 Funded By: LCFF</p> <p>CELDT Teacher. (.10 FTE) (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: FY &McKinney Vento</p>

<p>RFEP Provide Interpreters for parents/guardians while attending all meetings.</p> <p>Native American Youth Work collaboratively with tribal case management support providers Develop procedures and timelines for providing regular information for Native American youth about cultural events</p>	<p>Student Services Technician to assist Foster Youth Coordinator Goals 1, 2, 3, 4A, 4B, 5 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Motor Pool to provide FYC and assistant ability to support FY accessing school, appointments and meetings as needed. \$5,000.00 Funded by: FY grant Goal 1, 2, 3, 4A, 4B</p> <p>Foster Focus Data Management System \$1,100.00 annually Goals 2, 3, 4A, 4B Funded by: FY grant</p> <p>RFEP See above under ELL for additional costs Goals 1, 2, 3, 5</p>	<p>RFEP Provided Interpreters for parents/guardians while attending all meetings.</p> <p>Native American Youth Worked collaboratively with tribal case management support providers Local Native American tribal entities were invited to meet with C/CS staff to develop procedures and timelines for providing</p>	<p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF S/C</p> <p>Motor Pool (Included Above) Funded by: FY grant Goal 1, 2, 3, 4A, 4B</p> <p>Foster Focus Data Management System \$1,182.50 Goals 2, 3, 4A, 4B Funded by: LCFF</p> <p>RFEP See above under ELL for additional costs Goals 1, 2, 3, 5</p>
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<p>Develop systems and strategies for Native American youth to participate in Yurok tutoring</p>		<p>regular information for Native American youth about cultural events. Conversations were begun on strategies to link Native American youth to Yurok tutoring</p>	
<p>Scope of service:</p> <p>HCOE CCS program is School Wide Title I. All actions and services outlined for all CCS students at all CCS program locations are designed to meet the needs of low socioeconomic youth enrolled in a CCS program.</p> <p><i>Eureka Comm.</i> <i>Eel River Comm.</i> <i>Von Humboldt</i> <i>New Horizons</i> <i>Southern Humboldt</i></p>		<p>Scope of service:</p> <p>HCOE CCS program is School Wide Title I. All actions and services outlined for all CCS students at all CCS program locations are designed to meet the needs of low socioeconomic youth enrolled in a CCS program.</p> <p><i>Eureka Comm.</i> <i>Eel River Comm.</i> <i>Von Humboldt</i> <i>New Horizons</i> <i>Southern Humboldt</i></p>	
<p><u><input checked="" type="checkbox"/> ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Native American Youth</u></p>		<p><u><input checked="" type="checkbox"/> ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> <input type="checkbox"/> Other Subgroups:(Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We changed the goal metric from 8 th and 12 th grade graduation to “on track to graduate” due to the need to have data to present in February and a final LCAP to be presented to the board in May. A need for more intensive trauma informed support practices was identified through review of student referrals and court school enrollment. Evidence-based practices will be researched this summer and stakeholder input will be collected to determine the most appropriate actions and program implementation.
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Original GOAL from prior year LCAP:	Goal #3 HCOE CCS students will show increased engagement in learning Common Core State Standard concepts across all curricular areas and will become better prepared for careers and college.	Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6__ 7_X 8_X COE only: 9_X 10_X Local : Specify _____
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Goal Applies to:	Schools: Eureka Community, Eel River Community, Von Humboldt, New Horizons, Southern Humboldt Community
	Applicable Pupil Subgroups: All

	<u>Metric</u>	<u>Outcome</u>		
Expected Annual Measurable Outcomes:	Pre/Post Test TABE score in ELA and Math CAHSEE pass rate in ELA and Math Number of Kuder Navigator portfolios completed Number of high school graduates that are employed Number of on time 8 th grade	A baseline for student performance in core academics in CCSS will be established in year one of LCAP implementation Post TABE score in ELA and Math CAHSEE pass rates A baseline number of completions of 12 th grade student portfolios via Kuder Navigator will be established A baseline of numbers of Graduates that move on to advanced training / job acquisition will be established.	Actual Annual Measurable Outcomes:	<p><u>Baseline as of April 7, 2015</u> % improvement ELA TABE = 73.2% % improvement Math TABE= 60.4% # of long term (90 day enrolled) students=83</p> <p><u>Baseline CAHSEE pass rates</u> Dec 2014 ELA- 73%; Math 50% Feb 2015 ELA 28%; Math 39%</p> <p><u>Baseline # of Graduation Portfolios completed</u> As of April7, 2015= 7/7</p> <p><u>Baseline # of graduates that are employed</u> # of on track to graduate 8th grade graduates= 27/28 # of on track to graduate 12th grade graduates= 17/17 Due to timelines we were unable to utilize graduate data, but we</p>

	<p>graduates</p> <p>Number of high school graduates that go on to higher education or advanced training.</p>		<p>can utilize on track to graduate data using 3rd quarter information.</p> <p><u>Baseline # of graduates that went on to advanced training/secondary education.</u></p> <p>2 working 3 volunteering and attending College of the Redwoods 1 incarcerated at court school</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>COE CCS program is designated School Wide Title I. All actions and services outlined for ALL CCS students at all CCS program locations are designed to meet the needs of low socioeconomic youth enrolled in a CCS program</p> <p><u>English Language Learners-</u> CCS teachers will utilize SDAIE methods of instruction to ensure English Language Learners are provided with services they need to access the general education curriculum.</p> <p>English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed.</p>	<p><u>English Language Learners-</u></p> <p>Professional Development Goals 1, 2, 3, 5 Funded by: Title 1A</p> <p>.10FTE CELDT Teacher Goals 1, 2, 3, 5 Funded by: LCFF S/C</p> <p>Teachers Goal 1, 2, 3, 5</p>	<p>HCOE CCS program is designated School Wide Title I. All actions and services outlined for ALL CCS students at all CCS program locations were delivered school-wide, district-wide and county-wide to meet the needs of low socioeconomic youth enrolled in a CCS program</p> <p><u>English Language Learners</u> CCS teachers employed SDAIE methods of instruction to ensure English Language Learners were provided with support they needed to access the general education curriculum.</p> <p>English Language Development courses outlines were followed in all CCS programs to ensure ELD skills were addressed.</p>	<p>Professional Development (Included Above) Goals 1, 2, 3, 5 Funded by: LCFF</p> <p>.10FTE CELDT Teacher (Included Above) Goals 1, 2, 3, 5 Funded by: LCFF S/C</p> <p>Teachers (Included Above)</p>

<p><u>Foster Youth CCS</u> The Foster Youth Coordinator will provide opportunities to include field trips to local colleges, and vocational tech opportunities locally and regionally</p> <p>FY coordinator will arrange for presentations to be held at the HCOE CCS school campuses that provide information pertaining to college enrollment and financial aid.</p> <p>FY Coordinator will connect Foster Youth with Regional Occupation Program opportunities.</p> <p>FY Coordinator will collaborate with the Humboldt County Independent Living Skills Program (ILS) and Transition Aged Youth(TAY) for workshops on financial literacy, household management skills, relationship building skills.</p> <p>FY Coordinator will work with AB12 eligible youth (non-minor dependents that elect to remain in foster care past the age of 18) with all appropriate agencies to include tribal social services.</p>	<p>Funded by: LCFF Title 2A</p> <p>Instructional Aides Goal 1, 2, 3, 5 Funded by: Title 1A Title 1D LCFF S/S, LCFF</p> <p><u>Foster Youth</u> Foster Youth Coordinator Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Bus Tickets Goals 4A, 4B Funded by FY Grant</p> <p>Motor Pool Goals 1, 4A, 4B, 5 Funded by: FY grant</p> <p>Field trip lunches/food costs Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY grant</p> <p>Foster Focus</p>	<p><u>Foster Youth CCS</u> The Foster Youth Coordinator provided opportunities to include field trips to local colleges, and vocational tech opportunities locally and regionally</p> <p>FY coordinator arranged for 4 presentations to be held at the HCOE CCS school campuses that provide information pertaining to college enrollment and financial aid.</p> <p>FY Coordinator connected Foster Youth with Regional Occupation Program opportunities.</p> <p>FY Coordinator collaborated with the Humboldt County Independent Living Skills Program (ILS) and Transition Aged Youth(TAY) for workshops on financial literacy, household management skills, relationship building skills.</p> <p>FY Coordinator worked with AB12 eligible youth (non-minor dependents that elect to remain in foster care past the age of 18) with all appropriate agencies to include tribal social services.</p>	<p>Goal 1, 2, 3, 5 Funded by: LCFF Title 2A</p> <p>Instructional Aides (Included Above) Goal 1, 2, 3, 5 Funded by: Title 1A Title 1D LCFF S/S</p> <p>Foster Youth Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Bus Tickets \$13,975.00 Goals 4A, 4B Funded by FY Grant</p> <p>Motor Pool (Included Above) Goals 1, 4A, 4B, 5 Funded by: FY grant</p> <p>Field trip lunches/food costs \$344.00 Goals 1, 2, 3, 4A, 4B, 5</p>
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<p><u>RFEP-</u> CCS teachers will utilize SDAIE methods of instruction to ensure RFEP'd English Language Learners are provided with services they may still need to access the general education curriculum.</p> <p><u>Native American Youth</u> Work collaboratively with case management support providers and counselors at the school site through ongoing communication and collaboration with local tribal agencies. Develop procedures and timelines for providing regular information for Native American youth about cultural events and activities that are going on locally. Develop systems and strategies to permit Native American youth to participate in Yurok tutoring available at a local Eureka school site on Tuesday and Thursday afternoons.</p>	<p>Program Goals 4A, 4B Funded by: FY Grant</p> <p><u>RFEP</u> Interpreters Goal 3 Funded by: LCFF/SC</p> <p>Professional Development Goals 1, 2, 3, 5 Funded by: Title 1A</p>	<p><u>RFEP-</u> CCS teachers utilized SDAIE methods of instruction to ensure RFEP'd English Language Learners were provided with support they needed to access the general education curriculum.</p> <p><u>Native American Youth</u> Worked collaboratively with case management support providers and counselors at the school site through to provide communication to and collaborate with local tribal agencies on procedures and timelines for providing regular information to Native American youth about cultural events and activities that are going on locally. Developed systems and strategies to permit Native American youth to participate in Yurok tutoring available at school site in Eureka on Tuesday and Thursday afternoons.</p>	<p>Funded by: FY grant</p> <p>Foster Focus Program (Included Above) Goals 4A, 4B Funded by: FY Grant</p> <p><u>RFEP</u> Interpreters Goal 3 Funded by: LCFF/SC</p> <p>Professional Development \$14,298.47 Goals 1, 2, 3, 5 Funded by: Title 1A</p>
<p>Scope of service:</p>	<p><i>Eureka Comm.</i> <i>Eel River Comm.</i> <i>Von Humboldt</i> <i>New Horizons</i> <i>Southern Humboldt</i></p>	<p>Scope of service:</p>	<p><i>Eureka Comm.</i> <i>Eel River Comm.</i> <i>Von Humboldt</i> <i>New Horizons</i> <i>Southern Humboldt</i></p>
<p><u>X</u> ALL</p>		<p><u>X</u> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We changed the metric from on time 8 th and 12 th grade graduates to “on track to graduate” since we have to use quarter 1-3 data. We were unable to utilize or establish a baseline for CCSS academic data as results are not available until after LCAP is due. We will move that metric and outcome to 2016-17	
Original GOAL from prior year LCAP:	Goal #4A Coordination and Collaboration of educational services for Foster Youth countywide will be enhanced to ensure efficiency and improved academic outcomes for FY enrolled in LEA schools by implementation of the Foster Focus database system. Goal #4B Humboldt County School districts will be aware of and comply with the law as it pertains to the timely transfer of FY health and educational Records		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__X Local : Specify _____
Goal Applies to:			
Schools: All LEAs within Humboldt County		Applicable Pupil Subgroups: Foster Youth	
Expected Annual Measurable Outcomes:	Metric #4A Number of districts that utilize Foster Focus. The number of districts that report attendance data monthly The number of districts that report transcript data each	Outcome A formal MOU agreement will be established between HCOE and 25% of the LEA Districts to provide transcript information and attendance data for FY to the HCOE FY Coordinator in order for data to be entered into Foster Focus. 25% of all LEAs will provide timely information to FY	Actual Annual Measurable Outcomes: Number of districts that utilize Foster Focus= 0 Foster focus is not implemented yet as we are waiting for DHHS to approve of the MOU between HCOE, local districts, probation and DHHS. The number of districts that report attendance data monthly = 0 Foster Focus is not implemented 100% yet for the above mentioned reasons. The number of districts that report transcript data each semester 4 of 4 High school districts

	<p>semester</p> <p>The percentage of graduating FY will increase by 1% annually</p> <p>4B Number of requests made to FY Coordinator to assist with transfer of health and education records.</p> <p>Number of trainings provided to LEA's on AB490</p> <p>Number of districts that participate in the AB490 trainings</p>	<p>Coordinator regarding attendance data of Foster Youth.</p> <p>25% of all LEAs will provide timely information to FY Coordinator regarding transcript data of Foster Youth.</p> <p>25% of all LEA FY Liaisons will participate in training around AB490</p> <p>A baseline will be established regarding which districts need additional support obtaining and providing FY health and educational records within the 2 day timeline</p> <p>4 Annual, countywide trainings will be provided on laws pertaining to AB490</p>		<p>The percentage of graduating FY will increase by 1% annually</p> <p>Baseline FY graduates= 15 potential graduates as of February 6, 2015</p> <p>On track to graduate= 13/15</p> <p>Number of requests made to FY Coordinator to assist with transfer of health and education records= 42</p> <p>Number of trainings offered and conducted to LEA's on AB490= 21</p> <p>Number of districts participating in the AB490 trainings= 17</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>#4A Monthly requests by HCOE FY Coordinator will be made to all LEA Districts to provide monthly attendance reports for FY.</p>	<p>Student Services Coordinator Goals 1, 2, 3, 4A, 4B, 5</p>	<p>#4A Monthly requests by HCOE FY Coordinator were not made to all LEA Districts to provide monthly attendance reports for FY due to Foster Focus not being in place yet</p>	<p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A,</p>

<p>Semester transcript requests will be made to all LEA districts to provide transcripts to HCOE FY Coordinator.</p> <p>Investigate how large districts address FY in preschool and AB12 FY in college.</p> <p>Investigate various training opportunities utilizing various methods of delivery.</p> <p>The FY Coordinator will investigate how colleges and preschools track FY.</p> <p>The FY Coordinator will advocate, promote and facilitate training for all FY liaisons to be aware of all laws as it pertains to AB490.</p> <p>#4B The HCOE FY Coordinator will assist LEAs in providing for the timely transfer of FY health and educational records within 2 days.</p> <p>The HCOE FY Coordinator will provide all LEAs within Humboldt County 4 trainings annually on AB490</p> <p>The HCOE FY Coordinator will investigate alternative methods for training delivery.</p>	<p>Funder by: FY Grant</p> <p>Student Services Technician Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Foster Focus Data Management System Fee: \$ 1,100.00 Goals 4A, 4B Funded by: FY Grant</p> <p>Training Materials \$500.00 Goals 4A, 4B Funded by: FY Grant</p>	<p>Semester transcript requests were not made to all LEA districts to provide transcripts to HCOE FY Coordinator due to Foster Focus not being in place yet.</p> <p>Efforts to investigate how large districts address FY in preschool and AB12 FY in college were minimal. More is needed in 2015-16.</p> <p>Staff researched some training opportunities utilizing various methods of delivery but more information is needed.</p> <p>The FY Coordinator continues to advocate, promote and facilitate training for all FY liaisons to be aware of all laws as it pertains to AB490.</p> <p>#4B The HCOE FY Coordinator provided direct assistance to LEAs on the timely transfer of FY health and educational records within 2 days.</p> <p>The HCOE FY Coordinator provided all LEAs within Humboldt County with 4 trainings on AB490</p>	<p>4B, 5 Funder by: FY Grant</p> <p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p> <p>Foster Focus Data Management System Fee: (Included Above) Goals 4A, 4B Funded by: FY Grant</p> <p>Training Materials \$500.00 Goals 4A, 4B Funded by: FY Grant</p>
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<p>#4A Sign a contract with Sacramento COE to utilize Foster Focus Program</p> <p>Develop an MOU that can be signed by DHHS, Probation, all LEA's and the Juvenile court to share information found within the Foster Focus Program</p> <p>Monthly requests by HCOE FY Coordinator Will be made to all LEA Districts to provide monthly attendance reports</p> <p>Semester transcript requests will be made to all LEA districts to provide transcripts to HCOE FY Coordinator</p> <p>Investigate how large districts address FY in preschool and AB12 FY in college</p> <p>Investigate various training opportunities utilizing various methods of delivery.</p> <p>#4B The FY Coordinator will advocate, promote and facilitate training for all FY liaisons to be aware of all laws as it pertains to AB490.</p> <p>The HCOE FY Coordinator will assist LEAs in providing for the timely transfer of FY health and educational records within 2 days.</p> <p>The HCOE FY Coordinator will provide all LEAs within Humboldt County 4 trainings annually on AB490; with extensive focus on the transfer of FY health and educational records.</p>	<p>Foster Focus Database Goals 4A, 4B Funded by: FY grant</p> <p>Student Services Coordinator Goals 1, 2, 3, 4A, 4B, 5 Funded by: Student Services Coordinator Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant and McKinney Vento</p> <p>Student Services Technician Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant McKinney Vento LCFF S/C</p> <p>Foster Focus Database Goals 4A, 4B Funded by: FY grant</p> <p>Student Services</p>	<p>Contract with Sacramento COE to utilize Foster Focus Program was signed by HCOE</p> <p>FY Coordinator Developed an MOU that has been approved by HCOE; but is waiting for signature and approval from DHHS, Probation, and the Juvenile court in order to share information found within the Foster Focus Program</p> <p>Monthly requests by HCOE FY Coordinator have not been made to all LEA Districts to provide monthly attendance reports due to FF not being implemented yet.</p> <p>Semester transcript requests have not been made to all LEA districts to provide transcripts to HCOE FY Coordinator due to FF not being implemented yet.</p> <p>(Expected actions are a Repeat of previous actions. Corresponding actual actions are shown above)</p> <p>#4B The FY Coordinator did advocate, promote and facilitate training for all FY liaisons to be aware of all laws as it pertains to AB490.</p> <p>The HCOE FY Coordinator assisted LEAs in providing for the timely transfer of FY health and educational records within 2 days.</p> <p>The HCOE FY Coordinator provided all LEAs within Humboldt County 4 trainings on AB490; with extensive focus on the transfer of FY health and educational records.</p>	<p>Foster Focus Database (Included Above) Goals 4A, 4B Funded by: LCFF</p> <p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant and McKinney Vento</p> <p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant McKinney Vento LCFF S/C</p> <p>Foster Focus Database (Included Above) Goals 4A, 4B Funded by: LCFF</p> <p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by:</p>
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		Coordinator Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant and McKinney Vento Student Services Technician Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant McKinney Vento LCFF S/C			FY Grant and McKinney Vento Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant McKinney Vento LCFF S/C
Scope of service:	Countywide		Scope of service:	County wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The goals for the HCOE/LCAP have been modified based on the information and feedback provided to HCOE throughout the 2014-15 school years through a variety of venues:</p> <ul style="list-style-type: none"> • A series of HCOE/CCS stakeholder meetings • Attendance and participation in the State Foster Youth Education Summit in Pasadena in March 2015 • Attendance and participation at the two Foster Youth Services (FYS) state coordinators meetings facilitated by Lisa Guillen from the California Department of Education <p>The updated goals and objectives reflect the unique responsibility required by the FYS County Coordinators in the implementation of the LCFF/LCAP and AB 490 foster youth educational services. In addition to direct educational support and services for foster youth the county coordinator will develop systems which will allow for inter-agency communication, collaboration and coordination of foster youth educational services. The FYC will provide assistance to local</p>
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districts as they develop LCAPs with respect to serving their foster youth. This will include providing training, technical assistance and professional development of school staff throughout the county.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #5 Expelled youth that are enrolled in a HCOE CCS program will be informed of their expulsion stipulations, the requirement to return back to their district of residence and their individual progress towards that goal quarterly.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9_ <u>X</u> 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Expelled youth enrolled in a HCOE CCS program</p>
	<p>Applicable Pupil Subgroups:</p>	<p>Expelled Youth</p>

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> Number of expelled youth referred will be tracked</p>	<p><u>Outcome</u> Twice annual letters to all LEAs will be provided to ensure LEA staff are aware of referral processes and appropriate forms to use for the school year and summer.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Two annual letters were sent to all LEAs</p> <p><u>As of March 31, 2015</u> Number of expelled youth referred = 12 Number of expelled youth that have returned to their DOR = 6 Number of meetings held with expelled youth about expulsion requirements to return to DOR = 24</p> <p>Educational Services are provided to 100% of enrolled, expelled youth.</p>
	<p>Number of expelled youth that return to their DOR will be tracked</p>	<p>100% of expelled youth will participate in a meeting with parents/guardian and school staff to review credits, attendance and behavior as it pertains to returning to their DOR.</p>		
	<p>Educational Services are provided to 100% of enrolled, expelled youth.</p>	<p>A baseline number of expelled youth that return to their District of Residence or graduate will be documented in year 1 of LCAP implementation</p>		

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>CCS Staff will ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment.</p>	<p>Two Student assistance Counselors Goals 1, 2, 3 <i>Funded By:</i> LCFF S/C TUPE REAP</p>	<p>CCS Staff apprised all Expelled Youth of the requirements to return to their district of residence at enrollment, and each semester following enrollment.</p>	<p>Two Student assistance Counselors (Included Above) Goals 1, 2, 3 <i>Funded By:</i> LCFF S/C TUPE REAP</p>
	<p>Senior Office Clerk Goals 1, 2, 3, 5 <i>Funded By:</i> LCFF S/C</p>		<p>Senior Office Clerk (Included Above) Goals 1, 2, 3, 5 <i>Funded By:</i> LCFF S/C</p>
	<p>Instructional Office Clerk Goals 1, 2, 3, 5 <i>Funded By:</i> LCFF S/C</p>		<p>Instructional Office Clerk (Included Above) Goals 1, 2, 3, 5 <i>Funded By:</i> LCFF S/C</p>
<p>Attendance behavior and credit completion data will be monitored quarterly for all expelled community school students</p>	<p>Registrar Goals 1, 2, 3, 5 <i>Funded By:</i> LCFF</p>	<p>Attendance behavior and credit completion data was monitored quarterly for all expelled community school students</p>	<p>Registrar (Included Above) Goals 1, 2, 3, 5 <i>Funded By:</i> LCFF</p>
<p>CCS Staff will refer expelled youth back to their District of Residence upon meeting expulsion requirements outlined in the expulsion agreement.</p>	<p>Teachers Goals 1, 2, 3, 5 <i>Funded by:</i> LCFF Title 2A</p>	<p>Expelled youth were referred back to their District of Residence upon meeting the requirements outlined in their expulsion agreement.</p>	

	<p>Instructional Aides Goals 1, 2, 3, 5 Funded by: Title 1A, Title 1D, LCFF S/C LCFF</p>		<p>Teachers (Included Above) Goals 1, 2, 3, 5 Funded by: LCFF Title 2A</p> <p>Instructional Aides (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A, Title 1D, LCFF S/C LCFF</p>
<p>EXPELLED: Mileage reimbursement for parents that don't have access to public transportation, yet still need to get their child to a community school. Review with parents requirements that must be met in order to re-enroll in the district of residence.</p> <p>Twice annual letters to all LEAs will be provided to ensure staff are aware of the referral process and appropriate forms to use.</p>	<p>Parent transportation to school site Mileage reimbursement Goal 5 Funded by: LCFF/SC</p> <p>Two Student assistance Counselors Goals 1, 2, 3, 5 Funded By: LCFF S/C TUPE REAP</p> <p>Senior Office Clerk Goals 1, 2, 3, 5 Funded By: LCFF S/C</p> <p>Instructional</p>	<p>EXPELLED: Mileage reimbursement was provided for parents who did not have access to public transportation.</p> <p>CCS staff reviewed with parents requirements that must be met in order to re-enroll their students in the district of residence.</p> <p>(Repeat, See Actual Action above.)</p>	<p>Parent transportation to school site Mileage reimbursement Goal 5 Funded by: LCFF/SC</p> <p>Two Student assistance Counselors (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C TUPE REAP</p> <p>Senior Office Clerk (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>

	<p>Office Clerk Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Registrar Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF</i></p> <p>Truancy Incentive Program items/reward/bus tickets Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Probation Officer Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Student Services Coordinator Goals 1, 2, 3, 4A,4B, 5 <i>Funded By:</i> <i>FY Grant</i></p> <p><i>McKinney Vento</i> Student Services Technician Goals 1, 2, 3, 4A,</p>		<p>Instructional Office Clerk (Included Above) Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Registrar (Included Above) Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF</i></p> <p>Truancy Incentive Program (Included Above) items/reward/bus tickets Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Probation Officer (Included Above) Goals 1, 2, 3, 5 <i>Funded By:</i> <i>LCFF S/C</i></p> <p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A,4B, 5 <i>Funded By:</i> <i>FY Grant</i></p> <p>Student Services Technician (Included Above)</p>
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		4B, 5 LCFF S/C FY & McKinney Vento			Goals 1, 2, 3, 4A, 4B, 5 LCFF S/C FY & McKinney Vento
Scope of service:	Expelled youth		Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled youth</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		An action item was added to develop a working committee to review how to create a county wide plan to award partial credits for all youth. In addition, College of the Redwoods will be providing a class for Court and Community School youth in preparation for College.			

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$874,741
<p>HCOE CCS will allocate all of the Supplemental and Concentration Grant funding \$874,741 to support needs of unduplicated students during 2015-2016 LCAP implementation. Services are provided school-wide, district-wide, county-wide to all students. Over 80% of students served at each HCOE site are Low Income. Services identified as of greatest benefit to high needs low income students include low student/staff ratios, providing regional programs that are more accessible to students located across our large geographic area, probation officer supports, instructional aides, transportation, Character Based Literacy curriculum, Student services support (staff who work directly with students to support them in reaching academic goals to include graduation), after school enrichment opportunities, truancy outreach and incentives, family involvement events, trade skill development learning programs, a 21st Century Learning Coordinator, paid work experience for students and Student Assistance Counselors. Specific expenses are listed below.</p>	
<p>Two Student Assistance Counselors \$159,592.52 Senior Office Clerk Annual ADA Reporting \$56,213.22 Senior Office Clerk \$60,706.37 Instructional Office Clerk \$55,949.28 Truancy Incentive Program \$36,854.93 After School enrichment \$2,844.72 Family Night \$3,762.50 Blue OX Contract \$10,750.00 Probation Officer \$91,116.60 Satellite Site in Southern Humboldt \$130,276.36 Instructional Aides \$53,097.00 Student Services Technician \$55,405.93 CELDT Teacher \$11,066.44</p>	

CCS Program Secretary \$59,836.05
Court School Extended Year \$38,462.23
21 st Century Learning Technician \$55,960.11
Foster Focus Program \$1,206.15
Interpreters \$1290.00
Student Services Technician \$47,189.00

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

11.81	%
<p>The HCOE minimum proportionality percent as calculated by the FCMAT calculator is 11.81% We will increase services to unduplicated students by significantly more than that percent by implementing all of the following services in 2015-2016: students will receive an increase in hours of counseling services and student services support (staff who work directly with students to support them in reaching academic goals to include graduation). They will also have an increase in hours of after school program opportunities, truancy and positive attendance incentives, family involvement events, trade skill development learning programs and paid work experience.</p>	

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]

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